

College fights bankruptcy

A University of London college on the verge of bankruptcy is urgently seeking ways of shedding seven members of staff because it cannot afford their salaries any more.

Heythrop College, in central London, is a theological college mainly subsidised by the English Province of the Society of Jesus. It became a constituent college of the University of London in 1970 but receives no university or public funding.

The majority of its academic staff are Jesuits who are allocated salaries but covenant them back to the college. But seven members of staff are not Jesuits and the college governors have decided that the only way to prevent bankruptcy is to make savings on salaries.

A negotiating committee has been set up to implement a resolution of the governors that "steps be taken to move progressively to the situation wherein the governing body employs members of academic staff on the basis of (non-salaried) service contracts only, "until financial circumstances improve."

Dr John Mahoney, the principal, has told the college: "What the governors see as vital to the survival of the college is a move towards the situation where the whole teaching staff provides its services free, and so removes the heavy and steadily increasing major element of annual college expenditure."

Committee

Continued from front page
tion, fare which did not compare with other countries. It had declined from 14.2 in 1972 to 12.4 in 1978 and looked like declining further. He said that this was an important factor not only in social life but in industrial performance.

There really would be a problem from 1983 onwards as the number of 18-year-olds began to decline. "But this ought not to be an excuse for wholesale cuts in higher education on the assumption that it is only for 18-year-old school-leavers."

The report was broadly welcomed this week by vice chancellors and polytechnic directors although there were some caveats. Directors felt that proposals to set up the national funding body for the public sector had been left half-finished. Vice chancellors said the report recognized the quality of the university system while exposing 'for public debate' many important issues. But university teachers said that a recommendation that in future there should be fewer tenured appointments amounted to an intensified "hire and fire" policy. The Association of University Teachers said that the committee had overlooked the fact that 25 per cent of university academic staff did not have tenure and 2,000 academics were unemployed. Report details page 4-5, Christopher Price page 29, Leader page 31.

SSRC cash threat to students

by Charlotte Barry

Cash problems could force the Social Science Research Council to stop supporting postgraduate students in certain subjects.

This radical option is considered in a draft of the council's evidence to the Swinerton-Dyer committee which is investigating the whole field of postgraduate supply and education.

The SSRC emphasises that its postgraduate training board has not taken any decision on implementing such a dramatic change of policy, although the position will be reviewed annually.

It admits a move like this could not be undertaken lightly and would be bound to be controversial. A less extreme option would be to place some subjects under one broad label.

The working party on postgraduate education was set up earlier this year by the Advisory Board for the Research Councils and is led by Sir Peter Swinerton Dyer, vice-

chancellor of Cambridge University.

The draft of the SSRC's evidence to the committee is dominated by concern about drastic cuts suffered in the council's budget, outside criticism of its low completion rates among PhD students and the need to maintain the confidence and co-operation of the academic community.

Although it wants to have a greater say in how resources are used, it says it does not want to be seen to be interfering in the independence of the universities.

On top of its recent 25 per cent cutback in postgraduate training the council has estimated it will have to axe a further £4m from that area. This will counteract a shift in emphasis to support substantive research.

The SSRC expects universities to introduce a new form of PhD with taught components in the light of concern about poor completion rates, the draft says. At the same time it intends to reintroduce post-doctoral fellowships.

Linked studentships are to be increased from 12 per cent to 24 per cent of PhD allocations next year and the Collaborative Awards in Social Sciences scheme is to be introduced on an experimental basis.

Although a large proportion of quota allocations to departments will continue to be maintained, more PhD students will be able to use the department of their choice.

The board has already ruled out suggestions for either reducing or expanding the length of support for PhD students. Both a four-year or two-year time limit were not considered feasible.

Quota outlets will be retained for taught postgraduate courses, but the total number is to be reduced, the draft says. The postgraduate training board students will be able to choose the department of their choice.

Those institutions which have agreed to merge with unified management, are: University College and Middlesex medical schools; St Bartholomew's and London medical colleges; and Guy's, St Thomas's and King's College Hospital medical schools.

Another two colleges 'would have closed'

by Olga Wojtas

Scottish education minister Mr. Fletcher has stated that another two Scottish teacher training colleges would have been closed if the situation had been based purely on financial grounds.

At present, Hamilton and Glenelg Park colleges face closure. Mr. Fletcher said that another two colleges in Edinburgh and Glasgow would have been closed if the situation had been based purely on financial grounds.

Mr. Fletcher's statement in a debate in the Scottish Parliament comes a week after the Association of Colleges of Education in Scotland announced that far from saving money, the government proposals would cost nearly £5,500,000. ALCES says it will welcome any independent investigation of its figures, and it challenged Mr. Fletcher to a public debate.

But Mr. Fletcher said the Scottish Office had thought out the proposals very seriously, and the closures meant that the student intake next September had to be spread over seven colleges instead of 10.

He added that those seven colleges might have to face higher intake cuts next year, as he would foresee no sharp increase in students going into teacher training. "If anything they are likely to be down on this year's intake," he said.

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Secret summit on overseas policy

by Ngao Creguer

A secret "summit" meeting attended by Government ministers, MPs, industrialists, civil servants and academics took place last week to discuss long-term policy on overseas students.

Attempts were made to keep confidential the two-day conference, held at a Foreign Office centre at Stanning, Sussex, so that there could be frank discussions about the effects of present policy.

Although there was criticism, particularly from businessmen, the effect of a high fees policy on trade and good relations with overseas countries, the meeting aimed to explore positive means of introducing coherence into the system, when more money is available.

One suggestion was that there could be a fixed proportion of overseas students, say 15 or 20 per cent of the total who would be fully or partially funded out of the aid budget. Additional students would have to pay for themselves.

Another suggestion was that greater encouragement should be given to the universities to send English students abroad, particularly to Commonwealth countries. An engineering or science student, for example, should be encouraged

to study in French or German.

Industrialists stressed that there should be more selection in deciding which overseas students should be funded, both in terms of individuals and by countries. Some felt that many of the wrong students came to Britain to study and there should be a connection between the countries represented and our level of trade with them.

In some cases, it was suggested, there could be a quota system. It was pointed out that some higher education institutions attract many overseas students and others very few and there was perhaps a need

for greater uniformity.

Attention was paid to the Select Committee report on overseas fees which pointed out the anomalies of the present system in which some exceptions are made for EEC students, yet not for those from the Commonwealth. The participants asked to what extent institutions should be able to respond to the demands of the marketplace. There was also discussion of a number of ways in which scholarships or bursarships could be introduced to help poor students.

Many people who attended were pleased that the question of overseas students was at last being seen as not only an educational question but one that concerned economics, trade, politics and aid. This was obvious in the make-up of the conference which was organized under the auspices of the Overseas Students Trust. The trust carries out research, and provided a number of reports at the conference which will be published later.

The conference was chaired by Lord Carr, former Home Secretary. Mr. Mark Carlisle, Secretary of State for Education who attended, said that although the Government valued the contribution of overseas students, its policy had to be guided by the funds available.

The sessions were introduced by Mr. Kingman Brewster, the American ambassador to Britain. Sir Rowland Wright, chairman of Blue Circle Industries, and Mr. Geoffrey Cason, Secretary General of the Committee of Vice Chancellors and Principals both spoke to papers. Sir Kenneth Berrell, former head of the Central Policy Review Staff summed up.

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Contents

LSE—past and present



SIDNEY AND BEATRICE WEBB

Ernest Gellner looks at the history of the LSE and the people who moulded its character, 12

Poland's future

In the first of two articles on the Polish intelligentsia Donald Fields discusses the mood in the universities, 8

New Czech attack on Tomin, 8

Lake poets

John Beer reviews new books on Wordsworth's preoccupation with imagination and Coleridge's with symbol, 14

Student loans

The growing interest in loans, the American and Swedish experiences, and the NUS's fears are discussed in "Briefing", 7

Robinson College

Paul Flather visits Cambridge's newest college which is now in its second year and expected to be completed by Christmas, 9

American studies

Mark Twain, Aaron Burr, David Riesman, Harvard, and colonial Virginia are among the subjects of new books on America, 17-20

North American news	5
Overseas news	6
Books	14-21
Science books	16, 21
Noticeboard	10
Classified index	22

Opinion

Union view (AUT), Science Today, Don's Diary	29
Laurie Taylor, Letters	30
Leaders (manpower planning, SSRC), Steven Lukes	31

Postal ballot likely over Leeds closed shop issue

by David Jobbins

Lecturers opposed to the post entry closed shop at Leeds are likely to succeed in forcing a postal ballot of union members on the subject as a first step towards ending the deal.

About 150 of the National Association of Teachers in Further and Higher Education at the polytechnic have called for an emergency meeting of their main branch to secure a ballot.

Leaders of the grass roots revolt expect the vote to go their way, and believe they will secure a majority in the ballot for ending the agreement, which requires all new lecturers to be members of the NAFHE.

At the polytechnic's smaller Beckett Park branch a similar move is also under way.

To prevent the deal continuing for a second year, notes must be given by January 16 next year, which time the liaison committee

representing Nafhe members throughout the city must be persuaded to agree.

Opposition to the deal is on two grounds: an objection in principle to the closed shop, and criticism of the way in which consultations within the local branch structure were handled.

Secretary of the main polytechnic branch, Mr. Mike Wilkinson, admitted: "Certainly a ballot was not taken but within the rules there was absolutely no requirement for one. It did go to all branches and people had the opportunity to listen to the report I made and make their comments."

One of the polytechnic lecturers behind the move, Mr. John Price, said: "Feelings continue to rise among the 98 per cent of polytechnic staff who were not consulted."

Out of a full-time academic staff of 237, only 17 were able to vote in the ballot, he said. If the branch, backed by the main

even call a meeting in time as it had only two days' notice of the emergency liaison committee meeting.

Leaves for a ballot have the backing of polytechnic director Dr. Patrick Nuttall himself a Nafhe member. There is believed to be less sympathy to the agreement in the city's colleges than has arisen in the polytechnic.

Mr. Wilkinson, however, commented: "The polytechnic closed shop was agreed to in a perfectly democratic way. It was not imposed in the back yard and the only real opposition comes from those like top management and the Association of Polytechnic Teachers who have always been against it."

A decision on recognition of the Association Polytechnic Teachers' Association will be made by the Education Secretary Mr. Mark Carlisle, who has already formally indicated that the comparable National Association of Teachers

should sit on the main Burnham Committee, is still considering the composition of its further education counterpart.

It is more likely to be influenced by the continuing view of the local authority associations that recognition of APT would not be helpful than by the latest returns to the union certification officer which show only a modest 11 per cent growth in its membership.

This stood at 3,005 at the end of December 1979, compared with 2,972 the year before. But the number of women members fell during the same period from 226 to 311.

Income from the main £10 annual subscription went up from £21,122 to £22,504.

Mr. Carlisle said that the National Association of Teachers in Further and Higher Education, which dominates the lecturers' side of Burnham FE, claims about 13,000 members out of the estimated 16,000 lecturers in the polytechnics.

NEXT WEEK

Ernest Gellner on the LSE
John Beer on Wordsworth
Cambridge's newest college
Student Loans Briefing
New books on American studies

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New books on American studies

One man's fantasy is another's fiction

Background at North East London Polytechnic can at last put their heads above the clouds with news that the Science Fiction Foundation, the only one in the country, has been awarded with new staff.

A new fellow in creative writing, Mr. Colin Greenland, has been appointed for one year on an Arts Council bursary. Two previous posts were not filled when staff left.

The appointment will gladden the hearts of the Director, Dr. George Burt Foster, and the staff, who have been keen to see the foundation's creation of the Science Fiction Foundation in 1972. It now holds 100 books and is open for serious study.

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Bridging proposals meet resistance

by Peter David

An initiative by the Department of Education and Science to improve higher education planning across the binary divide appears to have run into unexpected resistance from both local government and the University Grants Committee.

Mr. Richard Bird, the DES deputy secretary responsible for higher education, wrote last month to the UGC and the Council of Local Education Authorities (CLEA) asking them to supply members for a group of six "transitory" committees to discuss detailed planning issues in higher education.

But Mr. Alastair Lawton, chairman of CLEA, said that although the local authority associations had not

yet discussed the proposal in detail, they had serious reservations. A major problem for the local authorities is their lack of a central secretariat large enough to service the six committees and compete on equal terms with the DES and the UGC.

"We would find it extremely difficult to service six working groups, certainly if they were meeting simultaneously," Mr. Lawton said. "If we were going along these lines at all, we would need to ask for some sort of phasing."

The DES proposal is that each of the six committees be chaired by one of its own assistant secretaries. The local authorities are expected to provide the secretaries of their own staff resources as seriously

stretched. CLEA can muster only two education officers and four second-tier officials from its central secretariat, and would be reluctant to rely on advisers drawn from member authorities.

Mr. Jack Springett, education officer of the Association of Metropolitan Authorities, said this week that the local authorities did not want to dilute a serious attempt to improve transitory coordination, but were worried about the detailed proposals put forward by the DES.

Mr. Edward Parkes, the UGC's chairman, said it was too early to comment on the DES plan, but the UGC is, he said, sceptical about the value of the sorts of proposed committees.

Manpower report confirms Boyson scepticism

by John O'Leary

Civil servants' plans to tailor the higher education system to the needs of industry received another setback this week with the publication of a report by the Department of Employment's Unit for Manpower Studies.

The report, *Higher Education and the Employment of Graduates*, paints a largely pessimistic picture of the prospects for the "broad sector" favoured by the Department of Education and Science.

Employers are apparently reluctant as much by type of institution as by course content in recruiting as by course content in recruiting as by course content in recruiting.

The report, *Higher Education and the Employment of Graduates*, paints a largely

Job market holds the key says DES manpower report

by John O'Leary

Students are more likely to be guided by current employment opportunities than Government statements or the manipulation of the higher education system, the Department of Employment's report on manpower planning and employment prospects says.

The report, Higher Education and the Employment of Graduates, produced by the department's Unit for Manpower Studies at the request of the Department of Education and Science, does not attempt to identify possible adjustments which could be made in the supply of graduates. But it does consider the prospects for a "grad market" in the subjects along the lines advocated by the DES.

Like the Select Committee report published last week, it sees more merit in forecasting than in any form of manpower planning to determine the shape of the higher education system.

"First, there is the problem that an increase in the supply of places in a particular subject or subject area does not necessarily produce an equal increase in the number of entrants to higher education in that subject or subject area," the report says. "This applies as much to broad as to detailed manpower planning."

Two main constraints are listed: the fluctuations in qualified, suitable entrants to higher education and the lack of adequate data on which to base policies. The provision of better information on a range of topics is one of the continuing themes of the report.

Detailed manpower planning is ruled out completely but broad subject groups are said to present fewer problems because of the reduced likelihood of graduates going into unrelated employment.

During the 1970s the Unit found that observable drops in demand for

graduates in a particular discipline was followed three to four years later by a decline in numbers graduating. The gradual fall in the popularity of Russian courses is quoted as an example of long-term adjustment to market signals.

The marked increase in applications for degree courses in business studies between 1974 and 1978 represented a trend in the opposite direction. The service side of the economy, which has been less severely hit by recession than other areas, has been able to absorb the extra numbers.

Where detailed planning has been undertaken, for doctors for example, the exercise has not been successful. The report says: "The history of the last 30 years shows clearly that there are considerable problems in manpower planning even in an area where there is no shortage of extremely well qualified applicants for training, where there is far greater control over the number of university places than there is for most other subject areas, where the cost of employing trained manpower falls largely on public funds and where, with the cost of training one doctor currently in excess of £50,000 there is every incentive to get numbers right."

In the short term, the report envisages relatively good employment prospects for new graduates with unemployment rates for the two sectors do lend support for the argument, which should be taken into account in future planning for higher education.

Although there will be a continuing need for graduates in some specialist areas, the report predicts that the major requirements in future will be for "able, preferably numerate people who have been through the higher education system." Able people will always be in demand with personal qualities as important as academic qualifications.

Faculty group plans alternative report

by Ngalo Creqeur

The Arts Faculty at Southampton University has set up a working party to produce alternative proposals to a university report on academic goals.

At a special meeting, of the faculty board staff passed a resolution saying they did not accept the university report as a full and authoritative statement of the faculty's needs.

Staff throughout the university have signed a petition, of the university report, which recommended the winding-down of two subjects, the closure of one department and said that "in any university, there are likely to be undeniably idle or otherwise ineffective members of staff."

A large number of staff have also expressed the fact that the report was made available to the press before it was an internal discussion of its contents within the university.

The discontent was expressed at a Senate meeting this week. A paper produced by the non-professional staff was due to be presented which accepted the need for discussion of academic aims but questioned the philosophy and recommendations of the report and expressed disquiet about the membership and methods of the working party.

In an internal newspaper, Mr Henry Ettinghausen, chairman of the Arts Faculty, said that the report was made available to the press before it was an internal discussion of its contents within the university.

Particular concern is being expressed about the 25 per cent drop in enrolments from students whose authorities still belong to the free trade arrangement. "We think this is because the publicity given to the breakdown in free trade has led some people to believe that if they don't live in a free trade area, they won't be paid," said Mr Peter Cline, ILEA's assistant education officer for community education.

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Glasgow tech criticized for lack of cooperation

by Olga Wojtas Scottish Correspondent

Glasgow College of Technology, the recent subject of a harsh report from the Council for National Academic Awards, has come under more CNAA criticism for the way it conducts degree level work in association with the neighbouring Glasgow College of Building and Printing.

The CNAA is to return to the college in 18 months, and meanwhile has refused validation for the college's proposed degree in building, and given only grudging approval to its other degree course in quantity surveying.

The CNAA stresses that staff teaching the two courses were deeply committed to their students and obtained good standards within the constraints of slender resources. However, it concluded that the college failed to recognize the substantial body of expertise for the two courses in the building college and that the body with ultimate responsibility, the academic board, operated without adequate provision for the building college's representation.

As with its report on the technology college, the CNAA pointed the need for administrative and technical staff. CGCB had been understood that there would be no increase until an "organic" and method "work study" had been carried out. "While the college was not unreasonable, it was not being implemented," said the report.

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However, the committee is not to discuss the CNAA's report to GCT until the region completes its inquiry into the college, expected by the end of the year.

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Research staff losing redundancy rights

by David Jobbins

The university lecturers' union has admitted that it is powerless to prevent its members signing away their rights to redundancy pay and action for unfair dismissal when they are appointed on short-term contracts.

The Association of University Teachers is strongly against the new widespread use of waiver clauses, but it accepts that with the numbers of unemployed research workers now approaching 3,000, it is unrealistic to expect people to turn down contracts in pursuit of this policy.

We hope both employers and employees will follow our policy," the AUT's deputy general secretary, Mr John Akker, said. "However, since there are so many academic

staff unemployed at present, we accept that some members will remain unemployed unless they sign these waiver clauses."

The AUT calculates that 10,000 research and teaching staff are subject to waiver clauses—figures which the union shocked the Department of Employment during consultations over the recent Employment Act.

"We do not believe that Parliament intended what is actually happening—that research staff are being sold over and told that they sign or there is no job," said Mr Akker.

However, sympathetic DoE officials were, the union was unsuccessful in removing the case of research staff from the scope of the AUT vice-president at Sussex.

Mr Joe Taylor, said: "The university says this is a national problem and that they have no funds with which to address themselves to it. Our response has been that this is such a small number of people that we find it difficult to believe that the university cannot find some resources at least to ameliorate the problem."

The university said that it was reasonable not to ask for a separate payment when a fixed term contract ended; that University Grants Committee money did not allow for redundancy payments to people on contracts financed by the research councils; and that this was a national problem Sussex could not solve on its own.

OU fights for early evening slot

by Charlotte Barry

The Open University is asking for an urgent meeting with the BBC board of governors in an attempt to make it overturn plans to drop OU programmes from BBC2 during the early evening.

The BBC wants to reserve the early evening slot on BBC2 for general broadcasting from 1982 in anticipation of competition for audience ratings from the proposed fourth channel.

The Open University is resisting this move on the grounds that it will put off foundation year students and reduce the large numbers of "evening droppers" from which it hopes to attract mature students.

The OU also says the proposal goes against the BBC's guarantee that the quality and stability of core transmission times would be maintained. Earlier this year the BBC issued a statement confirming its intention for the OU to have "reasonable" access to popular viewing times.

"We feel that we really do need one good slot in the early evening for the foundation courses and are appealing to the spirit of the BBC/OU partnership," said a senior planning official at the OU.

"We feel that the partnership has been a unique one, benefiting both the BBC and the OU and we are a little distressed now that in the face of competition from the fourth channel they are being difficult about early evening transmissions."

At the moment the OU transmits about 35 hours a week on BBC2. Over the past few years its early evening slot has been slowly whittled away from two hours to half an hour on weekdays. Other transmission times are from 6 am during the week and from 8 am at weekends.

The university is already concerned at the rate at which the BBC is forcing it to move from open broadcasting on radio to the distribution of cassettes to students. OU programmes have already been dropped from BBC Radio 3 during normal broadcasting hours.

NELP staff angered by jobs loss timetabling

A new timetable for possible compulsory redundancies at North East London Polytechnic has angered academic staff.

The move, which could mean that redundancies of named lecturers are confirmed by governors early next month at the very beginning of consultations on the polytechnic's development plan for the 1980s and 1990s.

Next Thursday unions and the employers will meet to review the latest response to the search for volunteers for a premature retirement compensation scheme. The polytechnic has already told the Department of Employment it wants to make some 62 lecturers redundant but has said it will defer its decision until the end of the year pending an exploration of alternative means of job-shedding.

If the search for volunteers fails to match up to the employers' expectations, polytechnic director Dr George Brosnan has announced a redundancy panel for the following day.

This is expected to produce a list of names, and individuals will be told after that weekend that a special meeting of governors will examine their cases later in the month. If the governors ratify the list, it will go before the joint

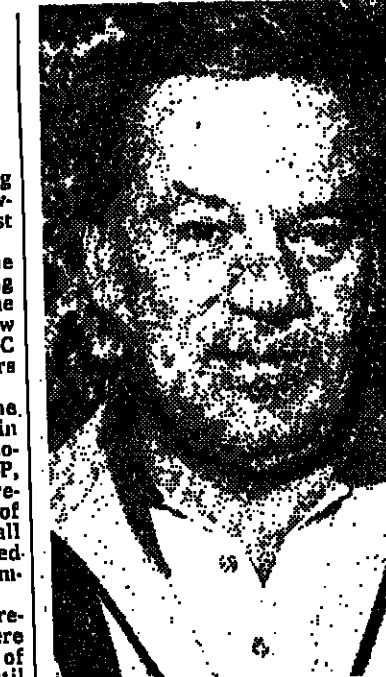
education committee representing the three London boroughs of Newham, Barking, and Waltham Forest in mid December.

An early progress report on the search disclosed an encouraging response, and because Barking, one of the three boroughs is only now in the process of ratifying the PRC scheme, extra time for volunteers to emerge has been allowed.

Mr Tim Butler, chairman of the National Association of Teachers in Further and Higher Education coordinating committee at NELP, said: "We are not prepared to reopen discussions on the issue of compulsory redundancies until all the local authorities have agreed on PRC and the tawil is complete."

Talks on the possibilities for re-training and redeployment were only beginning, and the period of notice envisaged was only until August 1981—less than the one year recommended in the agreement between Nafhe and the national employers.

The new development plan has come in for hostile criticism from the academic board and unions for its lack of an academic rationale. At the weekend a good case had been made out for retaining applied economics.



Former newsreader Reginald Bosanquet has been elected rector of Glasgow University amid a hail of champagne corks. Reggie's total of 1,452 votes beat his closest rival, Glasgow journalist and broadcaster Jack House, by 174. The five other defeated candidates included former Scottish nationalist Mr Margo MacDonald and agony columnist Anna Raeburn.

Fletcher leaves options open

by Olga Wojtas Scottish Correspondent

The governors of Craiglockhart College of Education, which the Government has said should be merged with another institution, have been told by Education Minister, Mr Alex Fletcher, that full consideration will be given to their case for retaining the present site.

The delegation from Craiglockhart, one of Scotland's two Roman Catholic education colleges, heard that if the unit were moved, the only possible alternative locations were Moray House College in Edinburgh or Dundee College of Education.

"We were astonished that these should be his only suggestions," says a statement from Craiglockhart's governing body, "since precisely the same locations were proposed in 1977 by the previous government and successfully opposed by the governors of Craiglockhart, with help from Mr Fletcher who was then the Scottish Conservative spokesman for education."

The delegation could not accept Mr Fletcher's view that public policy required the location to be changed, the statement. The college governors are not to meet officials from the Scottish education department.

Union pressed on gay line

An attempt is to be made tomorrow to persuade the main college lecturers' union to come out with a definitive statement on its policy towards its homosexual members.

A resolution submitted to the national council of the National Association of Teachers in Further and Higher Education "regrets" that no statement has been produced so far.

Effectively setting a deadline for officials to devise an unequivocal Nafhe policy "look forward" to publication by March next year.

The council meeting is to be held by the Teachers in Further and Higher Education Gay Group, which is renewing its campaign with a complaint that Nafhe has failed to fulfil expectations that it would be one of the first unions with an open declaration of support for its gay members.

"It is imperative that we put as much pressure as possible on the national council to take seriously the job security of gay members," the group says.

The group accepts that Nafhe has supported members whose jobs are threatened because of brushes with the law on homosexuality, but believes that the union as individual—and therefore not as a body—has not been totally forthcoming.

Nafhe officials say they are puzzled by the group's references to a failed commitment to produce a general policy.

"There was a resolution by committee in 1976 dealing with the question of discrimination against gay teachers in terms of recruitment and promotion," a spokesman said. "Since then the association has agreed an appointments and interviews procedure in which there is a specific reference to discrimination on grounds of sexual orientation."

Lecturer invokes grievance procedure

by Ngalo Creqeur

A university lecturer at East Anglia has invoked the grievance procedure. He claims he is being victimized by a professor who told him his tenure could still be withheld and denied support any future promotion claims.

Dr Robert Mullian, of the School of Economic and Social Studies at the University of East Anglia, says he was offered an outside job by the University of Essex. When this was refused, he was told that his tenure could still be withheld and denied support any future promotion claims.

Dr Mullian's research interests did not feed directly into their students' learning needs and it would be rash of you to make any assumptions whatever about your likely progress at UEA."

On reflection Professor Davies regretted writing the letter, unreservedly withdrew it and shredded his only copy.

But Dr Mullian is still concerned that despite the withdrawal, this does not necessarily indicate a change of opinions and he is concerned about his prospects. His union, the Association of Scientific, Technical and Managerial Staffs has proposed that the only solution is for Dr Mullian to move to another sector at UEA.

Professor Davies said this week that the memorandum had never been a public document but was part of the working relationship between two parties. The promotions system within the university was institutionally "dead" and "I am quite sure he would be treated fairly within the university."

"The publication of his recent book was very well received and is an excellent contribution to urban sociology. He is a young academic and I see no reason why he should not have a very bright future if he pursues his interests assiduously."

Loss of subsidies hits ILEA's adult enrolments

Adult education institutes in inner London have suffered a drastic drop in enrolments following the refusal of some neighbouring authorities to pay "recoupment" costs to the Inner London Education Authority.

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Conservative students back Canadian loans model

The Federation of Conservative Students has come out in support of a partial loans system based on the Canadian bursary scheme which involves repayment in the form of a graduate income tax over a set period of probably eight years.

The full prospectus of the Federation, outlined in a pamphlet published this week, *Independence and Responsibility*, calls for a £500 mandatory grant for all students for 1981/82, supplemented by loans, preferably negotiated through private banks and guaranteed by the Government.

The pamphlet, written by two Aberdeen University students, Mr Peter Strenes and Mr Gary Ling, describes loans systems that work successfully in other countries and lists the disadvantages of the current British grants system.

It is particularly scathing on a pamphlet produced in August by the National Union of Students which argues in support of expanding the current grants system. On the theory question of repayment, the Federation quotes approvingly a system used in Canada under which students face a sur-

A level boards seek common core

Common core syllabuses in the 11 main A level subjects are being sought by the nine GCE examination boards for possible introduction by 1985.

This development follows the Secretary of State for Education's decision to retain A-levels and mounting pressure from universities who want students to have at least a common basic knowledge in each subject.

The boards have set up five working parties to scrutinize A-level syllabuses and identify a common core for each subject, amounting to around 50 to 60 per cent of the total.

The boards responsible for the exercise are the Association of Grammar School Boards, the Association of Public Schools, the Association of Independent Schools, the Association of Modern Language Schools, the Association of Science Schools, the Association of Theological Schools, the Association of Technical Schools, the Association of Vocational Schools, the Association of Art Schools, the Association of Music Schools, the Association of Drama Schools, the Association of Dance Schools, the Association of Physical Education Schools, the Association of Sports Schools, the Association of Health Schools, the Association of Social Studies Schools, the Association of Languages Schools, the Association of Mathematics Schools, the Association of Computing Schools, the Association of Design Schools, the Association of Engineering Schools, the Association of Manufacturing Schools, the Association of Agriculture Schools, the Association of Forestry Schools, the Association of Environmental Studies Schools, the Association of Geography Schools, the Association of History Schools, the Association of Law Schools, the Association of Medicine Schools, the Association of Dentistry Schools, the Association of Veterinary Schools, the Association of Architecture Schools, the Association of Planning Schools, the Association of Urban Studies Schools, the Association of Regional Studies Schools, the Association of Development Studies Schools, the Association of International Studies Schools, the Association of Area Studies Schools, the Association of Interdisciplinary Studies Schools, the Association of Transdisciplinary Studies Schools, the Association of Multidisciplinary Studies Schools, the Association of Cross-disciplinary Studies Schools, the Association of Interdisciplinary Studies Schools, the Association of Transdisciplinary Studies Schools, the Association of Multidisciplinary Studies Schools, the Association of Cross-disciplinary Studies Schools.

Teacher education body to start next year

by Patricia Santinelli

A national standing committee on teacher education in the public sector is to be set up early next year following discussions between teachers' associations and representatives of non-university institutions during the last few months.

The new body, which will have its first meeting in January, is to be elected by teachers and representatives of the public sector. The committee will be responsible for the quality of teacher education and will in no way emulate the work of the Advisory Committee for the Supply and Education of Teachers.

A decision on setting up the committee, which was first reported in the autumn, was postponed until the spring when the reconstituted Association of Teachers' and Lecturers' Association will meet. Since the committee's predecessor, appears to be unlikely to be concerned with the manner in which the common core material should be presented.

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● Developing and Evaluating Curriculum and their Technology
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Papers and proposals must be received by 1 February 1981. Contributors will be notified in March. Deadline for Conference registration is 1 April 1981. To obtain further information, contact:
Improving University Teaching, University of Maryland University College, University of Maryland, College Park, Maryland 20742, USA or
Improving University Teaching, University of Maryland, Im Besselsdorf, 00, 0000 Heidelberg, F.R. Germany

Deficit forces WEA to freeze posts

by Charlotte Barry

The Workers' Educational Association is facing a new cash crisis only five years after being bailed out by the Labour Government at a cost of £250,000.

It is expected to overspend by more than £100,000 on its annual budget of £2m for 1980-81.

This is because the WEA's 21 districts, which receive aid from central and local government as well as voluntary bodies, are finding it increasingly difficult to keep pace with inflation.

Severe financial pressures are being caused by local government spending cuts, dwindling reserves and a reluctance to raise fees. The association is being forced to freeze full-time posts and neglect development in special areas such as women's studies, trade union studies, life education of the handicapped and inner city populations.

At the present time the prospects are bleak for the WEA, which has never been in a better position than it is now. It is facing a very grave crisis, said assistant general secretary Mr Jack Taylor. "Although the national deficit in the

mid-1970s was larger, there is no prospect this time of being bailed out by the Government."

The worst-hit districts this time are North Yorkshire, West Scotland, Northern Ireland and the North-West. Each of these estimates it will overspend by at least £15,000 on top of an annual turnover of £150,000.

The growing threat of bankruptcy is leading to increasing militancy among the 200 full-time staff in addition to the thousands of part-time tutors and 170,000 adult students in 900 branches all over Britain.

"I think the feeling is growing that we have been far too defensive and far too apologetic. We have not adjusted and responded to every attack. But the point is they have occurred with monotonous regularity," said Mr Taylor. "Now there is a different feeling taking root which is much more positive, aggressive and demanding."

It is expected that the national office will be faced with severe criticism of its failure to cope with the crisis when the WEA meets for its bi-annual conference next spring.

Oxford workers claim 22%

by David Jobbins

Manual workers at Oxford colleges are to lodge pay claims of around 22 per cent and will also seek a shorter working week and longer holidays.

The demand has been drafted by the National Union of Public Employees, which claims about 300 members among the manual staff in over 40 Oxford colleges.

NUPE has proposed two strategies to suit the needs of individual colleges: the 22 per cent, or, payment of rates recommended by the Clegg Commission earlier this year for ancillary staff and whatever is agreed in the national pay talks, to which the Oxford colleges are not parties.

Despite the reluctance of many colleges to move towards national rates, local union officials claim that many have already made half-

yearly awards which bring them into line with the Clegg recommendations.

Mr Alf Collier, NUPE's area officer for the county, said this had followed the dispute at Pembroke College earlier this summer when staff struck in pursuit of a wage claim and union recognition.

The week long strike at the college also helped recruiting. Mr Collier said: "From July 1979 to June 1980, branch membership went up by at least one third and we now have about 300 members. The number of colleges where we have members has also increased to about one half."

NUPE has proposed the manual workers at universities demand that the Central Council for Non-Teaching Staff—the national pay bargaining machinery—have yet to submit a claim.

College poly bid blocked

Lothian region's education committee has blocked a move to call Napier College of Commerce and Technology a polytechnic.

Napier's college council pointed out that in character Napier was a polytechnic and had moved increasingly over the past decade towards many of the characteristics found in the formally designated polytechnics south of the border.

Industrialists were familiar with the idea of polytechnics and a change of name would eliminate the need for the college to make special efforts to explain its competing for industrial placements, projects and research grants, that it was similar in range and level of work to polytechnics.

The education committee, by 13 votes to 11, adopted Mr Napier's recommendation that they should wait and review the situation once decisions were reached on the future shape of Scottish tertiary education.

Cost of improvements threatens refectory

Bristol University may have to close its refectory because it cannot afford £500,000 worth of environmental and fire safety improvements.

The Organisation and Methods Unit of the Southern Universities began an investigation with staff this week to look at three possible alternatives: curbing the refectory into a snack service only; maintaining the status quo; or closing the refectory. Unions and staff are being consulted in the exercise.

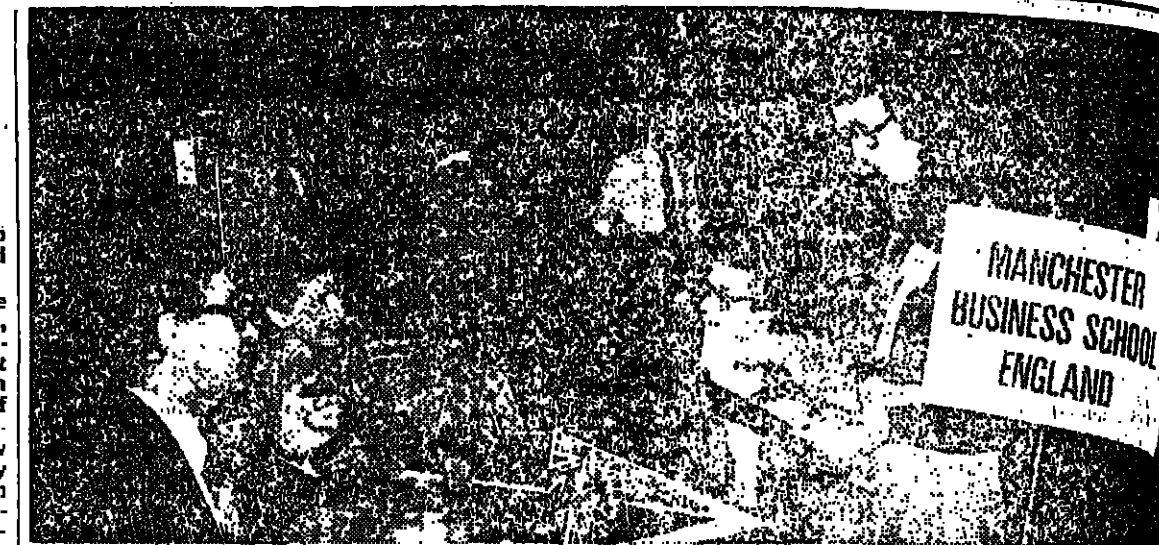
Earlier this year the university invited environmental experts to inspect all catering facilities at the institution. Their recommendations involved modifications to bring the

refectory within all health and fire protection requirements which would cost £300,000 to implement.

The university is unable to afford such a bill, nor does it necessarily feel that even if it had the money, the refectory would be the highest priority, and this has led to the present dilemma.

The refectory is a Victorian listed building and provides a table service, self-service and snack bar. It employs about 20 people.

The building adjoins the city museum and art gallery, which has been in need of extra accommodation. Both the city and university have been in negotiations about a possible sale, but at the moment the



This year all the American business schools vying for graduate students at the annual MDA forums in New York and Washington had a British competitor for the first time.

Manchester Business School sent over Enid Mumford, director of the master of business administration (MBA) course, administrator Barbara Kennerley, and placement and marketing director Colin Laycock. Professor Mumford and Mr Laycock are pictured at their stall in New York, explaining Manchester's two-year

programme to potential applicants. Manchester attracted active interest from 120 prospective students during the three-day forum. Professor Mumford said: "That was more than many of the 90 American schools. The international outlook and practical emphasis of the Manchester MBA programme went down well in the United States, according to Mr Laycock."

Professor Mumford added that the team's transatlantic recruiting expedition, which also took in

several individual universities in the eastern United States and Canada, would be worthwhile. If it brought just two or three Americans to Manchester, Overseas students pay £2,600 fees compared to £1,185 for home students. (This overseas rate is competitive with the tuition charged by prestigious American business schools.)

This year's intake of 87 includes two Americans and seven others from abroad. The school plans to double its overseas enrolment.

Tory students attack peace campaigning

by Paul Flather

Student unions which have affiliated or made contributions to groups campaigning for unilateral nuclear disarmament in Britain are breaking the law, the Federation of Conservative Students claimed this week.

The federation has written to Dr Rhodes Boyson, the under-secretary for higher education, calling for a full investigation of how much taxpayers' money is being spent "ultra vires".

It argues that public funds are being used to undermine existing government policy and that this goes beyond the legal powers of student unions which are charitable institutions.

The federation cites the case of *Baldry v Feintuck* (1971) before Mr Justice Bingham, which ruled that payments by student unions had to be bona fide and benefit the educational, social, recreational or representational needs of the union's members.

Mr Peter Young, national chairman of the federation said: "The far left in universities and colleges has taken up the cause of nuclear disarmament with a vengeance. They are using taxpayers' money to fund Soviet propaganda and going beyond their powers."

The federation has also written to Government ministers calling for grants to the British Youth Council, the Western Front, and the United Nations Association campaign "Youth for Peace" to be stopped. All three groups back disarmament.

It has attacked all student unions who have paid £15 to affiliate to "Youth for Peace" and also the National Union of Students for running a "Students for Peace" campaign and for printing glossy posters supporting last month's rally organized by the Campaign for Nuclear Disarmament.

Mr David Aaronovitch, NUS president, dismissed the attacks as an

Lancashire comes top in grants' league table

Students at Leeds University have drawn up league tables of the best and worst local education authorities at processing student grant cheques at the start of each term.

The university's student union has compiled a report, *Late Again* based on 501 complaints—mostly about the late arrival of grants—made by students during the last year detailing the relative efficiency of L.E.A.s.

The league tables list "good" authorities as those who have more than 50 per cent below the expected average number of complaints, and "bad" authorities have more than 50 per cent above the expected average.

Heading the list of 15 "bad" authorities come Herefordshire and Rochdale, which dispatched more than a third of grants for first year students late. Other L.E.A.s. in the "bad" table are Croydon, Enfield, Avon and Birmingham.

The report says the late arrival of a grant should not be regarded as a minor bureaucratic hiccup. For new students with few resources in a new town it can greatly increase the sense of insecurity felt at the start of a new life.

It says most complaints were solved within three weeks but inquiries revealed that 34 per cent of all complaints against "bad" authorities were the fault of authority. These 15 L.E.A.s. accounted for 29 per cent of all complaints at the university, but provided only 11 per cent of the grants.

Heading the list of "good" authorities come Lancashire where less than 1 per cent of students had problems, followed by Cheshire, Buckinghamshire, Cambridgeshire and Cumbria. It says delays were more quickly solved by these L.E.A.s.

Late Again, £1 from the Grants Unit, Leeds University Union, PO Box 157, Leeds LS1 1UH.

Higher charges for Scots and Irish

Some students from Scotland and Northern Ireland are having to pay higher accommodation charges than their English and Welsh counterparts as a result of new arrangements approved by Mr Mark Carlisle, Secretary of State for Education.

Along with students from the Channel Islands and the Isle of Man, they may be charged the full economic rate for board and lodging at colleges and polytechnics. Consequently, many are facing bills at least £200 higher than those from England and Wales.

An earlier decision to charge EEC students at the lower rate has been reversed, allowing local authorities to continue the practice of the past three years.

Although many institutions have reduced the differential for Scots and Irish direct from their national education departments as the original Department of Education and Science guidelines advised, some authorities are leaving this up to the students. The Inner London Education Authority, for example, has told its colleges and polytechnics to charge the full rate.

Mr Dave Aaronovitch, president of the National Union of Students, said the distinction was totally absurd. "A large number of students who consider themselves British could feel thoroughly aggrieved," he added.

The executive secretary of the United Kingdom Council for Overseas Students Affairs, Mr Rupert Bristow, said the regulations were anomalous and could lead to hardship. If institutions were operating the small print of arrangements looking for extra savings.

St Mary's to seek validation

St Mary's College at Twickenham is to seek validation for its first degree and other courses from the University of Surrey.

The university has agreed in principle, earlier this year it fulfilled a similar exercise for Roehampton Institute of Higher Education.

Until now both institutions have had their courses validated by London University's Institute of Education which is withdrawing from such arrangements by 1983.

St Mary's College has for most of its 130 years been associated with the education of teachers and at present has 1,100 students. A third of these are studying for a BEd degree, and the remainder are taking a wide range of degree and diploma courses in science, creative arts and humanities.

One of the advantages of the college seeking validation from the University rather than the Council for National Academic Awards is the common concern both institutions have in developing courses training and other degree courses which match the changes brought on by technological innovation.

"We hope that this association concerned in the first instance with validation will in due course make an important contribution in this way," the university says.

St Mary's College is to join Roehampton Institute in discussions within the delegation set up by the university.

North American News

Medical training controls tightened

from Clive Cookson

WASHINGTON The New York State Board of Regents has dismayed American medical schools by proposing an accreditation scheme for foreign medical schools.

The regents say their plan is an attempt to control the quality of the medical education received by the thousands of young Americans who study abroad because they cannot get into a school in the United States and then return to complete their clinical training and eventually practice in this country.

But the American schools and their official accrediting agency, the Liaison Committee on Medical Education, do not believe that New York's education officials can possibly assess the quality of foreign medical colleges. The regents will rely primarily on questionnaires completed by the colleges themselves; on-site visits—traditionally an essential part of accreditation—will be required only in exceptional cases.

The critics claim that the effect of the scheme will be to give a stamp of approval to institutions whose courses and facilities are far below American standards. The New York regents are the only state board on the United States Department of Education's list of nationally recognized accrediting agencies.

All foreign medical schools will be eligible for accreditation under the New York scheme. A spokesman acknowledged, however, that it is aimed mainly at a dozen or so institutions in Mexico and the Caribbean, which have been set up in recent years to cater for young Americans who are rejected by medical schools in their own country but are desperate to become doctors.

The programmes offered by these institutions look good in their advertising materials, but American medical educators who have visited some of them report that their facilities are completely inadequate. The General Accounting Office (GAO), the investigative arm of Congress, is expected to reach the same conclusion in a report to be released very soon.

According to the Liaison Committee on Medical Education, about 10,000 Americans are studying medicine abroad, the majority in the Caribbean region. Many come from wealthy families in the New York area, and they form a powerful and well-connected lobby group. Four years ago they persuaded Congress to require American medical schools to accept, as clinical students, a certain number of United States citizens who had completed pre-clinical training abroad.

But after the country's most prestigious medical schools said they would forego all federal aid rather than comply, Congress agreed to relax the requirement.

Pressure from the same families on state politicians is responsible for the New York regents' accreditation proposal, according to their opponents. "They're desperate to get their foot in the door before it's too late," said one critic, referring to the growing consensus that the United States will soon face a surplus of medical manpower. Only last month the Graduate Medical Education National Advisory Committee recommended a sharp cut in the output of new doctors, including an end to the transfer of Americans to foreign medical schools to the United States for clinical training.

The Board of Regents has directed the New York State Education Department to prepare detailed regulations for accrediting foreign medical colleges. After public hearings, the regents will decide formally whether the scheme should take effect. The deans of the 13 medical schools in New York will try to use the political contacts to prevent the plan going ahead in its present form.

According to the regents' preliminary guidelines, medical students who have completed two years' pre-clinical education at an approved school abroad could spend their third and fourth years doing clinical work at a teaching hospital in New York under the auspices of the foreign school. Then, after a year's postgraduate training, they could take the state licensing examination on the same terms as someone who graduated from an American medical school. Schools not approved by the regents could not send students to the state for clinical training, and their graduates would have to complete three years' postgraduate work before taking the licensing exam.

Apart from their other objections to these proposals, the New York medical schools claim that the state's established teaching hospitals do not have enough room for an influx of clinical students from the Caribbean. Therefore the foreign schools would have to make arrangements to teach them in smaller hospitals with poor facilities, and their substandard pre-clinical training would be followed by an inadequate clinical programme.

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Harvard plans to go into business

from our North American Editor

Harvard University may organise a biotechnology company to commercialize research in genetic engineering by its faculty members.

Under a proposal prepared by the university's general counsel Daniel Steiner for president Mr Derek Bok, Harvard would hold only a minority stake in the firm. But it would be the first direct investment by a university in the booming biotechnology business.

Other institutions, particularly Stanford University and the Massachusetts Institute of Technology, are also considering how best to exploit biological patents they hold or have applied for, and how to accelerate the transfer of technology from the laboratory to the market place. But none has yet come up with such an entrepreneurial proposal at Harvard.

Several universities have become efficient at patenting faculty members' discoveries and then licensing them for development and marketing by outside companies. The royalty income is usually divided between the academic and the institution.

Harvard feels it could benefit more directly from the technology transfer process. The university would eventually derive a substantial income from its stock in a genetic engineering company, if the



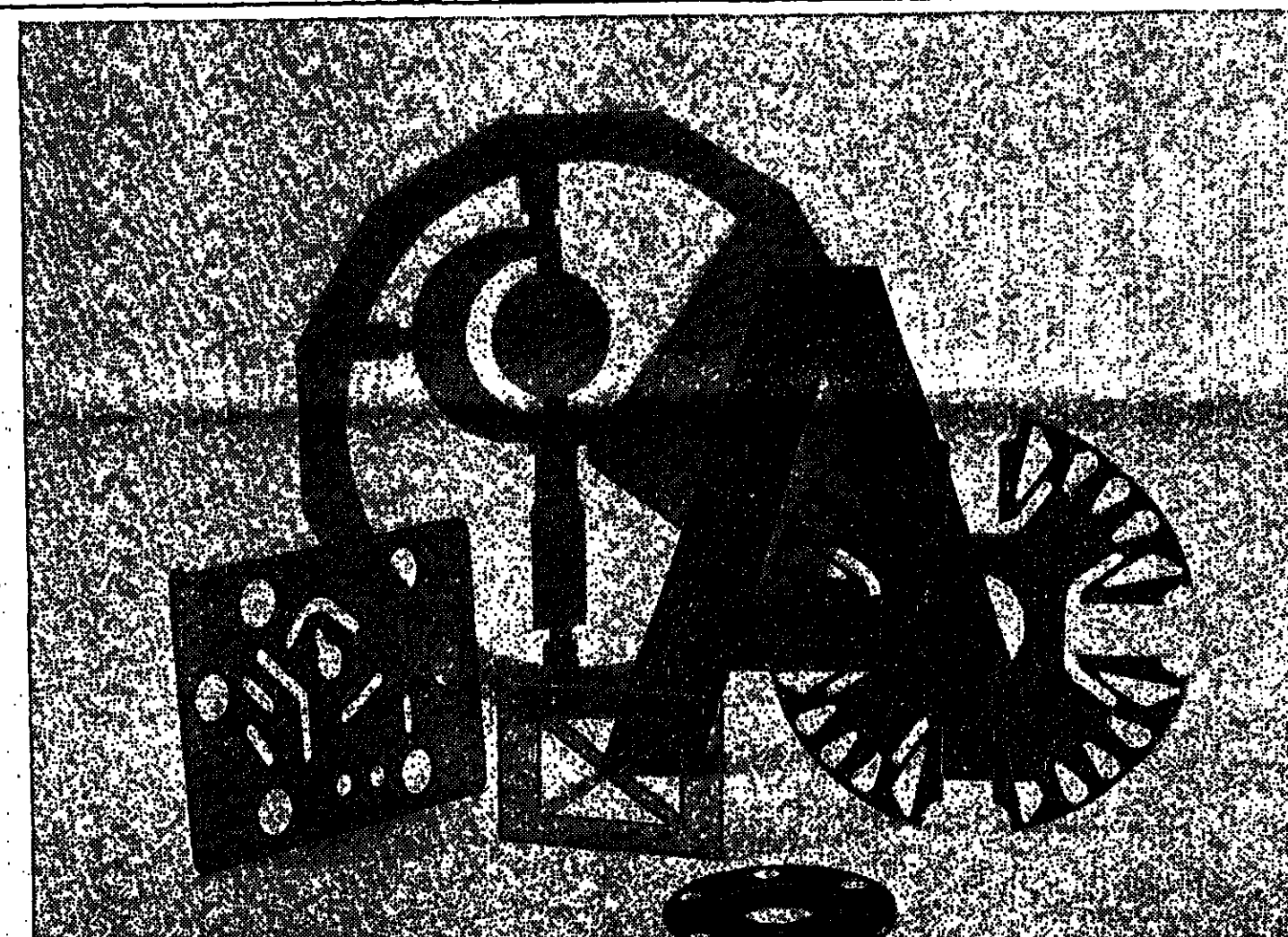
Derek Bok: studying proposal.

field takes off commercially as fast as Wall Street seems to think it will. Last month's launching of Genentech, the first genetic engineering venture to offer shares to the public, was the most frenzied that stock brokers had ever experienced. At the end of the first day's trading this small company, with fewer than 200 employees and no product yet

on the market, was valued above \$500m, on the promise of future profits from human insulin, interferon, and other products from genetically engineered bacteria.

Donald Kennedy, President of Stanford, said that whatever institutional arrangements might be created, the university has an obligation to make certain that a proprietary atmosphere does not come to inhibit free scientific inquiry. If Dr Bok approves the project, Harvard will have to establish a management team for the company and find suitable investors. On principle the university would keep its own stake below 50 per cent. Other shares would be held by individual scientists at Harvard, the company's senior executives and several venture capital firms.

Mark Ptashne, one of the world's top recombinant DNA researchers, is reportedly keen to take part in the venture. However, his Harvard colleague Walter Gilbert, who won a 1980 Nobel prize for his DNA research, is already committed to an existing company, Biogen, as a major shareholder and scientific adviser. Biogen, whose headquarters are in Switzerland, recently announced plans to establish a laboratory in Cambridge, Massachusetts, where it would be a close rival of Harvard's proposed venture.



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Overseas News

Grants cuts hit students hard

from James Hutchinson

RONN

Although West Germany's student population has risen in recent years to almost a million, state expenditure on grants is decreasing. In the past three years it went down by 3.2 per cent and, with the new federal government pruning cuts wherever it can, the trend is not likely to be reversed.

Since 1976 the proportion of students at universities and technical universities receiving grants has been reduced from 38 per cent to 33 per cent. About 60 per cent of the students at polytechnics, many of whom come from families in lower income groups, are being financially supported by the state.

However, according to a survey conducted by the *Deutscher Studentenwerk*, a Government-sponsored organization which promotes student welfare, almost half the students receiving grants find it necessary to supplement their income with help from parents or

from wives and husbands. In the student term of last year average student living costs were put at DM686 (£152) a month.

The rising cost of living, coupled with the government's thrift, compels more and more students to find jobs. Nearly 40 per cent of German students earn money on the side, and about a fifth of these are doing full-time jobs. This means that many of them take an excessively long time getting through their courses.

Some 22 per cent of German students live with their parents. Most of them would prefer to be independent, but accommodation is increasingly difficult to find, as well as being ever more expensive. The average cost of lodgings is now put at DM170 (£38), while the average monthly rent of an apartment for two is DM250 (£52). The accommodation is in student hostels, but they are able to put up only 13 per cent of Germany's students.

On the face of it, the survey's statistic that 37 per cent of students

Older Australians claim return-to-study success

from Geoff Maslen

MELBOURNE

More than 40 per cent of students at Australian universities and almost as many at colleges of advanced education, are aged 23 and over—most of them belong to the relatively new breed known as mature students.

More than half are part-timers, most are studying arts or law and the majority are women. Their results are just as good as, and in many cases better than, those of students who go to university or college straight from school.

These findings are from a major new study by Monash University's higher education advisory and research unit, *Mature age students in Australian higher education*, edited by the unit's director, Dr Terry Hore, and Dr Leo West.

About 10 per cent of the Australian population completed secondary education 25 years ago, the figure today is 35 per cent. During the 1970s Australian universities granted 150 degrees per 100,000 of the population compared to 31 per 100,000 in 1955.

Qualifications inflation continues to soar and the knowledge explosion with its accompanying technological revolution has made higher education training a must in most industries and professions.

All this has left many adults under-educated compared with their children and workmates. Now they are taking up the chance to undertake a course in a tertiary institution.

The growth in enrolments by older students during the 1970s has been the phenomenon of education in that decade, say the report's authors. They point to the decline in the number of people in the 17-22 age group entering higher education, despite the continued growth in the numbers of young people between these ages.

Similar declines have occurred in other Western countries and in some of these it seems the very students who caused the sudden downturn in the early 1970s began to take up places as mature age students around 1975.

Most institutions have introduced some relaxed entry provisions for mature students. Although their performance is successful, say the researchers. As a group they tend to gain good marks and excellent pass rates.

Isosar as comparisons can be made with normal students, they perform as well, if not better, the report says.

Not unexpectedly, the presence of mature students on campus and in classes creates problems and tensions for the institutions and staff. The effect is to increase an academic's preparation for teaching materials, and the way the materials are presented.

While some staff noted an aggressive tendency on the part of some older students to dominate classrooms, most academics surveyed in the Monash study reported that

Teacher unions angered by college closure

from Lindsay Wright

WELLINGTON

The unexpected announcement that Auckland's North Shore Teachers' College is to close, has angered teacher organizations in New Zealand. The closure, the second in Auckland within the last decade comes while accommodation in teachers' colleges is under review by the Department of Education.

Current capacity, planned in 1965, is heavily under-utilized with total enrolment in the seven primary and two secondary teachers' colleges of 5,820—down 2,889 from its level in 1970.

The announcement came as a complete surprise and the New Zealand Teachers' College Association president, Mr T. O. Fitzgibbon, himself a North Shore staff member, learned of the planned closure only hours before it was announced by the Minister of Education, Mr Merv Wellington.

Some of the spare space in the colleges, caused by cutbacks in college intakes, has been partially filled with such developments as the opening of a new secondary school, the city's ageing polytechnic quarters to be created beside the teachers' college and to share lecture theatre and library facilities.

In Palmerston North, a feasibility study for the sharing of teachers' college accommodation with the local technical institute is also under way.

How much space can be utilized in this way remains to be seen. Wellington Teachers' College, with 700 teacher trainees at the moment and its 100 librarianship students make only a moderate inroad into the surplus space.

The Minister's move seems, however, to be part of the programme to reduce the number of teachers' colleges at a time of steadily rising national unemployment and bleak prospects for graduates employment. Mr Wellington has also announced strict criteria for the closing of teachers' colleges.

To date, the training intake to replace some New Zealand 3,200 (£100) in every year of training if they fail to accept a teaching post after training. Under the minister's new scheme a graduate of the three year teacher training programme who has received an average scholarship of \$3,500 per year will now be bonded for nearly \$7,000.

Trainees do have the option of accepting the much lower tertiary assistance grants paid to university and technical institute students, but a trainee who decided to study for two years with such a grant and who accepted the full \$4,000 scholarship for the final year of training would still be bonded for nearly \$4,000.

University presidents call for engineering research degree

from Guy Neave

PARIS

Calls for a complete change in engineering education have been made in a recent report by the French university presidents' conference. The conference recommended the creation of an engineering research degree on lines of Britain's PhD.

In the report, requested by Prime Minister Raymond Barre, the presidents pointed out the advantages of this new proposal. It will be more attractive to foreign students, many of whom are put off by the apparent incoherence of engineering education in France—split as it is between universities and *grandes écoles*. It will free graduates to enter industry earlier than at present thus providing a vital stimulus to innovation in technological fields.

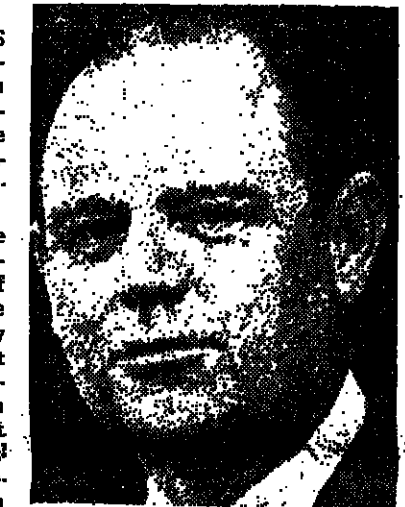
At present France's engineering education is hampered by the fact that the state doctorate can take up to 10 years to complete. The more common third cycle doctorate is not regarded as sufficiently useful for training high level researchers.

The presidents called for a three-year degree to follow the advanced studies diploma (two years after the licence) or to be taken directly after the engineering diploma from a *grande école*. Research training leading on to technological innovation should be opened to engineers and also holders of the masters degree," says the report.

No less important from industry's point of view is that reduction in the time spent writing theses and the linking of engineering with research will make available young minds at their most productive and innovative stage of development. The immensely difficult state doctorate, the report notes, is often a lifetime's work. Its completion means that industry is deprived of the most inventive and original years of a trained person's career.

Even those faculties recognized to teach third cycle courses in engineering have found themselves suddenly deprived of their corresponding doctoral programmes. Even in the area of fundamental research—supposedly university specialties—the *grandes écoles* have been overtaken by the recent redistribution of doctorate level studies. Of the 87 programmes validated this summer only 19 were attributed to the universities. The remaining 68 went to the *grandes écoles*.

This recent development, the presidents point out, further undermines the emergence of a coherent policy of coordination. In many cases engineering degrees have been validated in faculties with inadequate laboratory facilities.



Mr Barre: called for report.

Liberal sets up adult policy advisory group

from Lionel Cohen

THE HAGUE

The Liberal government's new adult education policy has given a further impetus by education minister Dr Arle Fata when he announced the setting up of an adult education advisory group. The group will be headed by Mr V. P. W. van der Werf, a member of Holland's upper house of parliament.

Dr Fata, the third education minister over the last decade, has been coming to grips with the problem of adult education. The policy guidelines with at least two other ministers and their state secretaries, where areas of responsibility overlap in the adult education field.

The difficulty is not restricted to the problem of adult education, but also on its structure. The ministers most directly involved belong to different political parties and reportedly suffer on such fundamental issues as whether adult education should be subject to a form of centralized control or whether it should be left to local authorities. The authorities themselves have also long developed their own respective policies. Financial rules and procedures have been a means of defending their own interests.

Mr Van der Werf's political skills will therefore be fully stretched as he is to lead his new member advisory group successfully through this administrative minefield.

At an installation ceremony in The Hague recently, the new chairman, Dr Fata, replied to the education minister's opening address, expressed concern that the work of the new advisory group must begin before it could know where the government's policies and priorities lay. In particular, he regretted that the long-promised *Nota* on adult education, which Dr Fata had hoped to present to Parliament last May, had not yet appeared.

In the absence of such policy guidelines, it is apparent that the

The DES is looking into it—Dr Boyson is clearly interested in it—the NUS is less sure. Is a wind of change about to blow through our system of student maintenance? THES writers report.

Loans principle gaining ground on the grants practice

The prospect of Britain introducing some form of loan scheme for students in higher education is increasing. This is not only because it is argued it would be a cheaper method of funding but because the present system of means-tested grant, and the limitations of discretionary awards, is under intense strain.

Dr Rhodes Boyson, Minister for Higher Education, is collecting evidence from the United States and Sweden. The Association of University Teachers, clearly concerned, is raising some of his steps to compile its own dossier. The Department of Education and Science is considering the feasibility of a loan scheme.

The education, science and arts Select Committee decided not to make its own investigation but said that a discussion paper should be issued before any scheme is proposed. The committee contained those implacably for and those just as implacably against but they could agree that any loan scheme should not discourage students from

low income groups or those who would not necessarily go on to be high earners.

Although the Select Committee did not take a view on loans it did consider evidence, which is worth examination. In a paper submitted by Maureen Woodhall, research associate at the University of London Institute of Education, she found that loan schemes were perfectly feasible, were widely used in Europe and North and South America, and that it was possible to devise a scheme which would overcome many of the problems traditionally put forward against grants. She reports that in several countries students could postpone loan repayments if they are ill, unemployed or their income falls below certain levels. "This means, for example, that married women who give up working while they are looking after young children are frequently permitted to postpone loan repayments. Thus the argument that loans would discourage women students because of the fear of a negative dowry if they married whilst still repaying a loan, appears to be unfounded in most cases."

At the heart of any discussion is whether loans would attract interest and, if so, how much. In many cases Governments subsidize loans to keep interest rates low, but in some Latin American countries interest can be as high as 16 per cent.

The Committee of London Clearing Bankers gave the Select Committee an initial response to how the banks might see their role. They said: "... in broad terms, it would be necessary to ensure that the advance were made at a reasonably commercial rate of interest, that the repayment period was not unduly protracted and that the arrangements for repayment were satisfactory."

Some banks of course already give loans to students but it is noticeable that the schemes often cited, such as for lawyers, are for students who would normally expect to become high income earners.

What does seem to be happening is that the loans debate is no longer being conducted on easily identifiable political lines. Increasingly the argument is being put: why

Swedish lessons for Boyson

by Ngaio Crequer

It has not gone unnoticed among proponents of loans that Sweden, so often the home of left-wing governments, is also the lead example in terms of successful and well-established schemes.

In fact Sweden has an abundance of grant, allowance and loan schemes to ensure that financial considerations do not prevent teenagers or adults from either staying on or taking up further or higher education.

This includes a study help scheme which is available for 16-19 year olds in full-time study. The help ranges from extended child allowances to non-means tested grants and special supplements for travel, accommodation and special need. There are also loans available, the amounts varying according to the student's age and circumstances and these are usually related to own and parental income.

A study payment scheme is available for adults at work who lose their income when they take study leave. These are discretionary awards and the amount of money available is small.

To qualify an applicant must have worked for four years although this can include caring for dependants at home. There are also other special schemes to support adults on day release courses, or those taking literacy and numeracy programmes.

The basic system of student support for those in higher education consists of a grant/loan scheme which pays for living expenses. There are no tuition fees. The student receives 15 per cent basic grant and an 85 per cent supplementary loan and the total aid is linked to the cost of living. When the scheme began in 1964 the grant represented 25 per cent of the total.

The awards are not means tested, nor do parents receive any relief. The scheme is centrally administered through a government agency, the Central Study Assistance Committee.

Two years after completing his or her study the student begins to make repayments on an annual basis. A small amount of interest is paid which is based on the movement of the price index, although there is protection against inflation. In 1980, for example, a student would pay an interest rate of 3.2 per cent.

The amount of time a student has to repay the loan varies according to age, but for the majority, that is, those under 36, they have until their fiftieth birthday. The loan can also be cancelled in the cases of handicap, or illness, or if a student wishes to repay his loan at a quicker rate than that due, he or she is given a discount.

The scheme is not expensive to administer and there have not been great problems with defaulting students. In 1980 the official statistics bureau reported that there were 343,000 people receiving loans of some kind. In 1979-80 six per cent of adult students left the country, one per cent had left the country, generally speaking, the loan system commands wide approval from students who, for example, borrow



Two more precedents from the States

from Clive Cookson

North American editor

The United States Government runs two separate loan programmes within its area of student financial aid schemes. Remember that students from low and middle income families also receive grants, and these are the main source of support for the poorest students.

The Guaranteed Student Loan (GSL) programme is open to any student, regardless of wealth. The lender is usually a bank, which is insured by the Government against default.

The Government also pays all interest on the loan until six months after the borrower has left college. Then he has to begin repayment and start paying nine per cent interest on the outstanding capital. Congress has raised the rate from 7 per cent, but it is still well below today's market rates.

Default rates on both programmes have fallen substantially over the past four or five years, as the Education Department has made more effort to chase up graduates who fall behind with their repayments. Today about 10 per cent of all borrowers are defaulting, though the rate varies greatly, from 2 per cent at some prestigious universities with mainly middle-class students to more than 50 per cent at some predominantly working-class institutions.

However, the costs of the GSL programme have soared, partly because the interest subsidy has become more expensive as market interest rates have risen, and partly because more students have taken out loans since Congress abolished the GSL means test in 1978. The government had to spend \$650m on guaranteed loans in 1978 and \$1,400m this year. The NDSL programme cost about \$300m.

In Canada, the federal government runs just one programme, the Canada Student Loans Programme. It is also a supplementary scheme; students receive their basic financial aid from the provincial governments.

BRIEFING

The maximum GSL for an undergraduate is \$12,500. But Congress has just established a supplementary programme for parents with a ceiling of \$15,000. Their rate is also 9 per cent, though parents do not enjoy an interest-free period while their sons and daughters are at college.

In places with a shortage of loan funds, students who cannot borrow from a government-sponsored corporation called the Student Loan Marketing Association (or, more familiarly, Sallie Mae). This "quango" may also provide funds for state Governments to lend students.

The National Direct Student Loan programme, the other federal scheme, works quite differently. First it is means-tested, and secondly, it is a campus-based operation. The government provides money which they lend to their needy students.

The NDSL is also interest-free

Legal maybe, but is it decent, honest and truthful?

by Paul Flather.

In the row between the National Union of Students, implacable opponents of loans, and the Institute of Economic Affairs, supporters of loans, the real question is whether a fair loans system can be made to work.

The amount of time a student has to repay the loan varies according to age, but for the majority, that is, those under 36, they have until their fiftieth birthday. The loan can also be cancelled in the cases of handicap, or illness, or if a student wishes to repay his loan at a quicker rate than that due, he or she is given a discount.

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£1,000 a year for a two-year course to pay off their loan at £23 a month over seven years at the bank's base rate, starting 12 months after the end of the course.

The NUS concludes that students considering marriage or the purchase of a house, with the help of another loan, would face great difficulties in meeting this type of repayment.

The IEA replies that all supporters of loans in fact favour an income-related loans scheme, more usually known as a graduate tax, as employed in Sweden, with loan repayments charged at a progress rate on income earned after the end of a course.

Professor Mark Blaug of the University of London Institute of Education, writes in the IEA journal that a graduate tax does not saddle graduates with a heavy burden, does not require huge collection costs, and does not force students to opt for high-earning vocational courses to be able to repay their loans.

The most recent and detailed version of how such a tax might work has come from the Federation of Conservative Students who this week launched its pamphlet *Backlog, Indebtedness and Responsibility*.

The full RCS blueprint for loans involves handing out a mandatory grant of £500 to every student, to cover essential costs like books and other learning materials, continuing

Handwritten note: "The DES is looking into it—Dr Boyson is clearly interested in it—the NUS is less sure. Is a wind of change about to blow through our system of student maintenance? THES writers report."

THE TIMES HIGHER EDUCATION SUPPLEMENT 7.11.80



Ernest Gellner looks at the history of the London School of Economics and at some of the principal figures who have moulded its character

The first thing to note is that there are two quite distinct kinds of Right at the London School of Economics. Neither of them can by any stretch of imagination be described as a *nouvelle droite*: each

ence rather than conscious thought. This anti-intellectualism has a certain affinity with populism, but there is a crucial difference: the wisdom is credited not to a Volk, Norðr or peasants, but to a cult.

There are a number of interest-

to an alleged ancient romantic suit which has a great propounder about it. The original propounder of this doctrine vacillates, one should say between putting forward

either of these schools an adequate
abide to our time not because

There is a view, probably correct

Year	Percentage
1950	7
1955	8
1960	9
1965	10
1970	11
1975	11.5
1980	12
1985	12.5
1990	13

Life in Japan

BOOKS

Recalling the apocalyptic vision

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BOOKS

Open invitation to a philosophical expedition

Revolutions and Reconstructions in the Philosophy of Science
by Mary Hesse
Harvester Press, £20.00
ISBN 0 85527 268 6

There can scarcely be any philosophical issue of greater importance than the status of scientific knowledge. Is it credible? Is it unique? Is it true? For most of the natural sciences, these questions are largely academic; for the social sciences they are as immediate and practical as whether British Steel should get another subsidy.

It is an issue as old as western philosophy. Until recently we were told that it was more or less settled. Professor Hesse admirably summarizes the traditional view of the natural sciences on page 101, with key words such as "experience", "theory", "objective", "logical", "formalizable", "external" (to the investigator), and so on. I guess that, until about 10 years ago, she herself was quite at ease in this universe of discourse. But a revolution of thought has been taking place around us, and now, with typical lucidity and poised judgment, she leads the way to the new centres of authority and insight. Each chapter, being essentially a complete paper addressed to a separate occasion, stands up excellently by itself; but it is the underlying thread of the argument that is so novel and compelling.

The base camp of her expedition is "post-empiricist analysis", which is "sufficiently demonstrated that data are not detachable from theory, and that their expression is permeated by theoretical categories; that the language of theoretical science is irreducibly metaphorical and unformalizable; and that the logic of science is circular interpretation, re-interpretation, and self-interpretation" (page 101). As she remarks, this view is by no means new. It is wrong to suppose, however, that it completely undermines our confidence in science as a whole. Mary Hesse is not one of those sceptical philosophers whom professional scientists can at once write off for succumbing to the infantile disorder of (to use her own rebuke) "not taking physics seriously". Her point is simply that the natural sciences are not as self-evidently well-founded as the myth of absolute empiricism—a myth which severely hampers and distorts the other sciences—of society and humanity.

The first stage along the way is to note that scientific theories do not usually hang by a single thread of evidence, but are interconnected into a network that is much stronger than its individual links. Some knots in the network are, of course, more securely tied than others: it is of the art of research to know this, and to contrive to find the weak links and to test up new ones. But even without this, the consistency between diverse empirical data has only the power of rhetoric, not of logical necessity. It belongs, like Occam's razor, and Popper's criterion of falsifiability, among the maxims of scientific inference, of inestimable practical value in research but not capable of validating a whole strategy of experimentation and discovery. We must not pretend to have acquired the crutch of the old problem of inductive reasoning.

Professor Hesse goes on to state that the traditional route, she wisely turns aside to pitch her tent upon what she calls "the pragmatic criterion of predictive success". No one can really deny that there is a relevance to the predictive success in which science is judged to progress. It is its understanding of facts—that is, the senses most closely related to technological control, although it is not simply identical with it (page 26). In other words, we are talking about an epistemological status to the "hard sciences", and their extraordinarily efficacious technologies.

application of theory—for example, getting a rocket to the Moon on the basis of classical mechanics—is just as good confirmatory evidence of the theory as any deliberate experiment. Some philosophers sagely observe that all theories are in principle underdetermined by the evidence on which they are supposedly based: no matter how many values of gas pressure and volume Boyle might have measured, he could never have been quite sure that his famous "Law" was the true relation between them (which indeed it is not, at very high pressures or low temperatures). But one might also point out that the closely connected networks of theory and observation that are to be found in "well established" fields of science are often grossly overdetermined by the innumerable instances where they have been found quite reliable.

It is no more "serious" to suppose that next year's rockets might be guided by dynamical equations significantly different from Newton's than to suppose that next year's Ordnance maps might not show the River Thames. Scepticism is one of the norms of research, but there are predicates that are now so well entrenched in the sciences that it is unhelpful to imagine that they might be negotiable.

How deep must one dig to find bedrock? On the way to demolishing the empiricist's confidence in the superiority of "observation" over theory, Professor Hesse accepts (page 100) that "there is something significantly different from Newton's than to suppose that next year's Ordnance maps might not show the River Thames. Scepticism is one of the norms of research, but there are predicates that are now so well entrenched in the sciences that it is unhelpful to imagine that they might be negotiable."

Without some such foundations in this notion of "reality"—no more than the common-or-garden "truth" that is never truly doubted, by even the most confirmed solipsist—the post-empiricist enterprise cannot proceed further. Let us not be tempted through the gateway marked "Truth?" for it will lead us back once more to our starting point. Rather, analyse the overwhelming and total confidence of all sentient beings with whom we are in contact (that is, all mankind) in just this notion. Press on boldly past the objection (page 41) that even if all features of the human rationality are accepted as universal, as in some sense they surely must be, they do not give grounds for concluding that such universal features are necessary truths. Look on language, not only as the essential means for rationality, but also as a medium of communication—hence fundamentally intersubjective. Agreed that it is "never safe to claim that we have found necessary truths to demarcate language as such" (page 38); nevertheless, cut down to the consensual grammatical core for the time being, as a provisional basis for a scientific model is "intersubjective part of the community understanding, not a private language of the individual theorist". Make a stab at the conclusion that "the primary process of recognition of similarity is not a private process, but an early, unverbalized" (page 68) and remember to one's relief that this process of pattern recognition is sufficiently universal and consensual to support the assertion that language at least is not private but must be intersubjective" (page 74). Here, perhaps, there is a ledge for a linguistic still within the domain of the natural sciences.

Professor Hesse will forgive me, I think, for writing on a few phrases here and there, and pointing along a possible route for a climb. I have taken this liberty because many of her readers will want to join her on the great summit of her chapter 8, "Theory and the Social Sciences", and Value in the Social Sciences", which we can now see looming above us. This splendid paper has to be read in detail, but the standpoint is clear: "there are not at present, and perhaps can never reasonably be expected to be, general theories in the social sciences that satisfy the pragmatic criterion... namely, theories that provide increasingly successful prediction and control in the social domain... Moreover, since adoption of the pragmatic criterion itself implies a value judgement, it is possible to decide against it as an overriding goal for social science, and to adopt other value goals" (page 193). In other words, she acknowledges the validity of the *verstehen* and hermeneutic traditions in the social sciences with their emphasis on personal motives and interests and fully accepts that "a consequence of my arguments is that criteria [for acceptable theories in social science] are pluralist— as pluralist as our choices of value goals" (page 202). Scientists and philosophers still weighed down with traditional empiricism, this must seem an untenable position, from which she must surely fall headlong into abysses of cultural determinism or subjectivism. In chapter two, on "The Strong Thesis of the Sociology of Science", she shows that the former danger is somewhat exaggerated: cultural factors in the history of science are causal, but not deterministic: there is much, but not everything, to learn from hermeneutics which "depends... on the assumption that cross-cultural understanding and self-reflexive critique are both possible and illuminating" (page 58).

Against the contrary danger of subjectivism, which would entirely cut the social sciences off from the natural sciences, she very nearly follows the lead of a surprising guide—Jürgen Habermas—whose "Consensus Theory of Truth" is discussed sympathetically in chapter nine. She insists (page 225) that her own account of the relation between empiricism and hermeneutics "does better justice to their similarities and differences than that adopted by Habermas". She goes on:

"My thesis is that there is not so much a parallelism as a linear continuity between the empirical and hermeneutic. They both have the same domain of objects; namely, bodies, including persons' bodies, carrying their properties

around in space and time. At each stage of the continuum, appropriate interpretive conditions enter the process of theorizing— formal and material regulative principles at all stages from physics onwards, then interpretations in terms of norms and deviances, stabilities and instabilities in biology, and finally evaluations incorporated in world views in the sciences of man and in history."

But is this really inconsistent with her summary of Habermas's view that "the truth of utterances in both empirical science and in hermeneutic interpretations is to be understood as the ideal consensus of competent practitioners of these disciplines" (page 215)? Why did she agree with his theory (page 222) that "the knowledge claims of [both sciences] derive from argumentation and the search for justifications and consensus in ideal communicative discourse, and each has its own domain of objects to which such discursive references are made" (page 215)? In the case of empirical science this is the domain of material objects in space-time; in hermeneutic science it is the domain of persons as participants in language, and their meanings, interpretations, evaluations, norms and goals. All these are objective contents of evaluation" [my italics]. Why does she hold back from this crucial step that would indeed establish the continuity from the natural to the social sciences?

The trouble seems to be that she cannot quite suppress the empiricist persona that still wants to press — the question "Wherein lies the objectivity of these judgments of value?" (page 224)—and then, of course, answers herself: "Merely formal parallels with theoretical science in respect of universality and consensus in the ideal speech situation do not seem to be enough."

But a whole-hearted post-empiricist would ask a different question: "Wherein lies the objectivity of the contents of experience in empirical science? What answer might be given by those who climbed from the traditional natural science base as far as the bivouac? They might now admit that 'objectivity' is rather like 'reality'. It is a property we project upon all that we have come to agree about, in our everyday, in scientific observations, and—more capably—in scientific theory. Because consensual know-

ledge is a social institution, it comes outside any particular individual; nevertheless, it exists only in subjectively, never apart from people in general."

In another reference to Habermas (page 180) Professor Hesse remarks: "The model of dialogue as a form of objectivity is unfamiliar and somewhat shocking to those accustomed to empiricist presuppositions, but it is one of the few viable alternatives to the model of natural science in dealing with the 'human sciences'. Is the implied distinction between the sciences justifiable? May I make so bold as to remind her that even the most 'objective' observations and theoretical inferences of physics make use of the "consensibility" of pattern recognition, for which there is no non-human apparatus of logical confirmation. Is it different in kind from the effective universal interpersonal agreement which can be achieved concerning some of the intersubjective evaluations, norms and goals of actors in some familiar social context? Do we not all internalize, through language and personal experience, mappings of the social world in which adults and prime monkeys are just as "real" as the tabular nuclear warheads of everyday material life? I can't help feeling that this is the path, out of the world of nature, into the world of man, indicated on page 45, "Somewhere explanation stops at the point where, temporarily, perhaps, it is not questioned by the relevant local consensus."

This book is much too interesting, much too tautly argued, to be encapsulated in a couple of thousand words. I have said nothing, for example, of several incisive passages on the history of science, philosophical issues, of past times and of today. What is exciting about it is the hope it inspires of a philosophical convergence on a point of view from which one may see all the sciences—natural, behavioural, social, humanistic—as infinitely diverse, in subject matter, capabilities and human interest, but unified in their fundamental goal of making a body of public knowledge and understanding from the experience and insights of innumerable private persons.

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Delight in insects

Introduction to Insect Behaviour
by Michael D. Atkin
Collins-Macmillan, £5.95
ISBN 0 02 304510 8

For all those who have idly wondered about the behavioural complexity of the insects that somehow seem to impinge on our daily lives, they could hardly do better than start with this introductory text. It must admit that initial impressions were confusing or ominous. The preface in one breath tells us that "no modern text has appeared that is dedicated entirely to the introduction of all the principal elements of insect behaviour". It goes on to say that the next we read of this small book is not intended to be a complete coverage of insect behaviour.

The first chapter details the various structures in insects that are concerned with receiving information from the environment into nervous impulses, and the second deals with some of the simple behavioural patterns that result (takes, knees, and so on). Just as one would not call a child's book with a detailed behaviour of the nuts and bolts that make it up, so one might not expect a great deal of success "selling" insect behaviour with this simple approach.

Where should one start? A difficult enough question in any field of behaviour which bridges the gap between physics and biology, and ecology on the other. The title devoted to the rest of the book, however, convinced me that this arrangement of two basic introductory chapters was very carefully

chosen by the author, and I can only encourage readers to persevere: from chapter three on, the excitement builds, ending with the evolutionary aspects in the final chapter.

Chapters three to ten cover discrete aspects of insect behaviour (biological and other rhythms; displacement, orientation, communication, reproduction, host selection, defence and parental care). Chapters eleven to fourteen cover more integrated aspects of population behaviour, evolution and speciation, social behaviour, and "practical aspects of insect behaviour", meaning pest control or the encouragement of pollinators.

The style of the book is uniform throughout. New topics are introduced with the basic concepts, and technical terms are first presented in bold type. There are many excellent condensations of information in tabular form, and a dynamic use of figures for example, those showing aspects of mating behaviour, whose chains of signals and responses are linked with above.

The book is aimed at the "beginning biology student", an apt title to place in our own educational hierarchy, but coming somewhere between the end two or three years of secondary education and the start of tertiary education, with the emphasis on the former. Many younger students, particularly that small but dedicated minority that delights in insects from a very early age, will benefit from this clearly written book.

It was curious to see how the author has tried to give a very recent interest in comparative insect behaviour. The chapter on "Insecticide" is

personal and migration) gives a fair treatment of a complex problem still to be solved. The chapter on "Insecticide" is commendably inclusive, the contributions of Wigglesworth, Johnson, and Gould to the classical von Frisch story of honeybee recruitment to nectar sources. Finally, the chapter on "Host selection and Feeding" tends to state the surface to the reader, rather than a satisfactory conclusion that there are no generalizations to be found.

The author has used many references, and has managed to pack much of the information into a readable, accessible manner. Perhaps a mark of the author's success is that in reading the text we are not only a brief glimpse of the world of insects, but also a glimpse of the world of the insect. (Unlike other textbooks, which need to be read in a very particular way, this book can be read in a very particular way.)

David Rogers
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The Functioning of Freshwater Ecosystems, edited by E. O. Le Cren and R. H. Lowe-McConnell, has been published by Cambridge University Press at £40.00. As volume 22 in the International Biological Programme series, the book brings together the results of worldwide research on the relative productivity of different freshwater environments, especially lakes.

The Making of Americans: essays in honor of David Riesman, edited by Herbert J. Gans, Nathan Glazer, Joseph R. Gusfield and Christopher Jencks
University of Pennsylvania Press, 1975
ISBN 0 8122 7754 6

If I were David Riesman I should be less than entirely happy about this *Festschrift*. Riesman's reputation rests squarely on the spectacular success of *The Lonely Crowd* which he published in 1950 and followed with *Faces in the Crowd* in 1952. For the rest, he has made substantial contributions to the sociology of education, and in particular of higher education, and throughout his career has been a prolific essayist and lecturer, writing and speaking to and around many of the dilemmas Americans find most interesting about themselves. The distinctive and almost unalloyed qualities of his work have been an acute sense of the ambiguities of social life and an incisive interpretive imagination.

As the list of authors in this volume testifies, many distinguished social scientists and educators have been captivated by Riesman's style of work no less than by the liberal but seriousness which he himself has always made it serve. Unfortunately, the volume also testifies to the ease with which that type of social commentary can degenerate into banality in the hands of anyone other than a master. With few exceptions this is a book of carefully measured worries, a set of concerned but coolly abstracted reflections on the moral difficulties of being an American. The essays pursue Riesman's concerns (except, curiously, his persistent concern for peace) and use his style; what is seldom achieved is the cutting edge of his own peculiarly synthetic insight.

Predictably, the ghost of Alexis de Tocqueville haunts the proceedings. Richard Sennett expounds with some elegance the "dangers of moving beyond simple solutions to the domination of one's mind to contemplate the whole and destructive tyranny that can result from a desire for personal 'development' through 'experience'". Nathan Glazer scrutinizes the "two faces of individualism" and celebrates the complexities of the relationship between individualism and equality in modern America. Ralf Meyersohn traces sympathetically the shifting forms which the American middle class has spoken to itself of "the meaning of materialistic goals". Martin Trow contemplates the ways in which the "great principle of diversity" has been "tempered by judgment". In a longer but less convincing movement, B. M. Berger looks at the commune movement as a revolt at all but a "renewal" of the old "communitarian" already paraded by the communards' parents. Herbert Gold interprets the history of the colonies in the United States as a uniform movement towards a "symbolic" authority "a state of affairs in which cultural and social values are not only 'achieved' but 'achieved' by a few individuals, quite unconcerned by the rest of the community, and indeed any compelling, human, commitment to the 'communitarian' is identified as 'the hypothesis' that 'people are less selfish' than the conclusion that the very presence of Riesman identified this way as eroding the psychic autonomy of the individual could be done with other mechanisms of work in the socialization of man and woman. The book is a perspective analysis of the ways in which American social science has tried to construct an account of America—the sociological reality of America—which effectively constitutes the social world which most Americans move, but which the Weberian imagery of the book and the central theme of the sociological construction of the social world is a struggle between the individual and the social world, moved by the forces of the individual and the social world, especially lakes.

The lonely crowd

not perhaps against oppression, brutality and vice, but at least, "against routine". And Reuel Denney, in what is really little more than a set of notes for a research project, assures us that, the heroic struggle against routine notwithstanding, Americans have still found time to cultivate a peculiar social ability expressed in clubs and cliques, compulsive conviviality, hospitality, gatherings and greetings ("Hi, stranger... have a good day") which could well "have contributed to freedom" if not to equality. Blendedness is all.

Most oddly, one repulsively septic thumb is allowed to intrude. Taking up Riesman's own enthusiasm for life histories and personal documents, T. J. Cottle contributes a thoroughly shocking record of the American high culture, American family; a record of the cumulative corrosion of unemployment, stigma, demoralization, exclusion, paranoia, hunger, rage, cancer, crime and despair. The record is the more powerful because Cottle spares us the sort of sophisticated generalizing commentary typical of the rest of the book. Abandoning the refined dilemmas of freedom, individualism and equality Cottle simply gives us the making of four particular Americans—or rather the irreparable unmaking of capitalism, racism and an utter lack of organized social concern. He contrives to marginalize the whole of the rest of the book. The devastation of American cities, the savagery of the American economy, the complacent self-indulgence of American high culture, the unparalleled coarseness of American mass culture, the poverty, violence, racism, militarism and sheer destructiveness of this society of heroes against routine, egalitarian individualists and individualist egalitarians, socially concerned social scientists and bruised liberal consciences all reappear and at once trivialize the bulk of this book on the strength of this single glimpse of actual American life. It is an unfortunate effect.

The mistake, I suspect, was in the editorial decision to treat David Riesman as an essayist rather than as a social scientist. Riesman's essays were for the most part written in a mood of very solid disquiet; they express a tough but jaundiced struggle to wring direction and value from the confusions and ambivalences of American experience. The attempt to pay tribute to him by writing about the same issues in what is at bottom a mood of insulated self-satisfaction was bound to lose the critical astuteness which most commands respect in his work—even though it could be seen as gloomily confirming some of his own gloomier predictions about the tendencies of the American social character.

Yet it is clear that the attempt to respond to Riesman as a social scientist would also have its difficulties. Riesman has an unassailable importance in the history of the study of identity. But by contemporary standards his best work is unsophisticated and hopelessly lacking in ordered empirical argumentation—remember just how much of the case made in *The Lonely Crowd* depends on such evidence as, "a personal interpretation of a few episodes in the *Curse of the Cat People*". What Riesman achieved was to theorize the problem of social character and more specifically the possible transformations of American social character. In the course of industrialization, the way he did that was brilliant, penetrating and extraordinarily resonant. The best tribute to him would have been a collection of papers showing just how far work on those problems has progressed, technically, empirically, theoretically and methodologically—against the general background of his own pioneering venture. The flaccid rehearsal of some of his larger convictions offered here is by comparison a very poor way of "honouring Dave".

Philip Abrams
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Twain's malevolent God

The Devil's Race-Track: Mark Twain's "Great Dark" Writings
edited by John S. Tuckey
University of California Press, £9.00
ISBN 0 520 03780 4

Most people know Mark Twain as the genial humorist, the author of two unforgettable books of boyhood, the first writer to explore the comic potential of Americans abroad. He represents the age of American optimism. One critic called him "an unmitigated son of an eager, westward-moving people—unconventional, self-reliant, mirthful, profane". That there was a darker side to Mark Twain has long been known to serious students of his work. That this side came to border on nihilism has only recently been appreciated.

John Tuckey has edited a valuable collection of Twain's later writings, with a useful if brief introduction, printed finely enough to raise a wry chuckle from the ghost of his author. Twain's own printing business went bankrupt, although the loss admitted him to a new world of writing with Balzac and Scott in similar circumstances—and to an eventual rehabilitation. The experience is reflected in one story in the volume, a kind of White House-to-log-cabin saga, in which a successful general is ruined financially, collapses, and comes to his senses a year and a half later in a wooden hut in the Far West, restored to a humbler and truer life by the devotion of his wife and daughters. The tale is redeemed from excess of sentiment by the unsparing self-examination of its narrator.

It was the loss of Twain's own family life—the agonizing death of his son and two daughters—which contributed far more than his financial troubles to the bleakness of his later writing. One recurrent theme is that of disease, the plague, malaria, a poison in the blood. Fundamentally, he was grappling with the problem of pain. He found it impossible to reconcile the cruelty of nature with the Christian concept of a loving God, the kind of Creator who could invent such a creature as the fly and send it out with the instructions: "Persecute the sick child; settle upon its eyes, its face, its hands, and gnaw and pester and sting; worry and fret and madden the worn and tired mother who watches by the child and who humbly prays for mercy and relief with the pathetic faith of the deceived and the untouchable. Settle upon the soldier's festering wounds in field and hospital and drive him frantic while he also prays..."

For Mark Twain, prayers to such a Creator came to seem a blasphemy on mankind. The second theme which recurs in these writings is that of a sea voyage, the experience drawn from his own travels on his world lecture-tour. In the story which gives the title of this volume, the ship weathers a storm to find itself becalmed in an ocean ship's graveyard surrounded by scores of ancient vessels and their long-dead crews. It is Twain's last image of desolation. Far less successful are his essays in science fiction, in which the influence of Jules Verne is too apparent.

Many of these tales and essays were left unfinished; and the fact that this volume consists of selections drawn from an already fragmented body of work gives an impression of incoherence. Nevertheless, it is an essential contribution to a fully-rounded portrait of the writer Mark Twain.

Timothy Kidd
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The Making of the Bostonian elite
by Ronald Story
Weisleyan University Press, £20.00
ISBN 0 8195 5044 2

Ronald Story contributes significantly to what has become, through the work of such as Edward Pessen, Douglas T. Miller and Stuart Blumin, a rigorous critique of ante-bellum individualism in America. *The Forging of an Aristocracy* details the transformation of a relatively neutral and uninvolved Boston entrepreneurial elite into a self-conscious "class" capable of absorbing potential threats from parvenu interests and mass reform movements. The source of its power was a constellation of financial, industrial, political, and cultural institutions in constant contact with each other and arguing the Harvard University was the controlling centre of Boston's institutional culture; Mr Story considerably refines our understanding of how a social class constructs itself.

His incisive chapters constitute the meat of the book and in them Story investigates the structure of Harvard Corporation, the faculty and the student body to reveal the leading Boston families blurring the boundaries between economics and culture, providing enormous funds that supported and gained in return stability and a sphere of influence. It is not the fact of a financial and ideological network linking town (or at least the Boston/North Shore

The making of the Bostonian elite

area) and gown that readers will find surprising, but its extent and complexity. Incidentally, Mr Story's account of the way in which the subtle assimilation of Harvard faculty and students into the elite undermined the economic basis of aristocracy was able to withstand demythologizing which must bite close to home these days.

The extended discussion of Harvard's social significance is framed by an introduction to the Boston elite and two concluding chapters, one on the successful response by the Harvard Corporation to public criticism, channelled through the Board of Overseers, and the other describing the eventual emergence of the fully-fledged aristocracy. In his frame Mr Story looks for the larger context, both national and historiographical, but does not make sufficient allowance for the social quality of Boston which enables him, in the first place, to alert us to the neglected importance of cultural factors. In spite of cross-references to studies of other urban elites he is hardly able to place his study in its historical context. (And overemphasizing methodology in his preface) to counter our image of New England. Insularity and portray the elite as a force to be reckoned with in the years to come.

Mr Story modestly leaves the repercussions of his findings for post-war urban society to other historians. However, he is undoubtedly well fitted to pursue them himself, and should seriously consider doing so, since the important insights into class structure in this

book are more likely to be questioned from a Jacksonian one. He has given the concept of American gentility an alarming degree of substance, but must say more to persuade readers that "the Boston aristocracy was able to withstand demythologizing which must bite close to home these days."

Douglas Tallack
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The "indeterminate facade" of a Houston showroom, designed to give the impression of a building "arrested between construction and demolition". It is discussed in James Wines' article "Architecture and the Crisis of Communication" in the latest issue (Volume IV, 1980) of *Via*, the architectural journal of the University of Pennsylvania's Graduate School of Fine Arts, published by MIT Press at £10.00.

JHE 11.11.80

BOOKS

History of a deluded population

A People's History of the United States
by Howard Zinn
Longman, £13.00 and £6.95
ISBN 0 582 48947 4 and 48948 2

Ten years ago Howard Zinn announced that it was time "we scholars began to earn our keep in the world". Honoured, flattered, and even paid American scholars had produced "the largest number of inconsequential studies in the history of civilization". Moreover, historians had not been harmless muses but positively malignant. By helping to pass on, from one generation to another, "a set of rules, a fabric of values" they had played their part in the apparatus of social control. Deception, a blunt way of saying "education", was "the chief method of keeping society as it is" (*Politics of History*, 1970, 5-6). *A People's History of the United States* is part fulfilment of a promise to use history for a purpose described in the earlier essay as "the withdrawal of allegiance from the state and its machines of war, from business and its ferocious drive for profit, from all states, all bullying authorities and dogmas". These aims may command some sympathy, but even the most sympathetic may question the method.

It would be a fascinating and worthwhile task to subject the underlying assumptions and aspirations of the American people to his torical analysis. It has been done before, but never from a thoroughly radical point of view. It is easier and less rewarding to do what Howard Zinn has done, and write a new and selective history of some of the groups that claim to have received less than justice and of those dissenters who have had least success in making their points. It would appear that whatever virtue there is in American civilization has been found among the oppressed and discontented; for the rest, that is for the great majority, there has

been nothing but falsehood.

The convenient theory of social control enables the radical historian to exclude the great body of the people whom he writes "a people's history". "The American system", writes Howard Zinn, "is the most ingenious system of control in world history. The country is so rich that it can afford 'to distribute just enough wealth to just enough people to limit discontent to a troublesome minority'. Life is made so pleasing to so many that freedom of dissent can be allowed to the few who are not pleased. This is strangely reminiscent of aristocratic critics of popular participation in government who spoke of the 'deluded people'. Then they were the dupes of radical agitators; now, and according to Howard Zinn throughout their history, they are the malleable instruments of those in power.

But who practises this giant deception? There is an illuminating comment on the rise of the second party system between 1834 and 1840. This produced very high levels of voter participation and unusual party solidarity in Congress, and was according to Howard Zinn, "an ingenious method of control" though "like much in the American system it was not devilishly contrived by master plotters; it developed naturally out of the needs of the system". It is gratifying to find that the "system" is not controlled by master plotters, but it would be interesting to know precisely what these "needs" are and how they are converted into complex political organizations. It would also be interesting to know why so many people, who imagined that parties represented real differences, failed to realize that both were organized to promote and protect profits. In other words it would be helpful to know a little more about the deluded people as they were and not as a twentieth-century radical historian believes that they ought to have been.

A further complaint is that this radical history proves to be somewhat less novel than it claims. Over 30 years ago Harold Laski wrote that, especially since 1914, it had been "the half-conscious preoccupation of the high-minded left to discover what went wrong in the development of American promise". Incidentally Laski's largely forgotten American *Democracy*, from which this quotation is taken, is worth rediscovery by radical historians. Laski had no less the phrase "social control" but gave a sophisticated account of how it operated.

It would seem that no one has written anything worth reading on the making of the Constitution since Charles Beard; a point by Robert H. Brown in *Letters to the Dismissed*, Forrest McDonald need never have written. Matthew Josephson and Gustav Myers are still almost unchallenged as interpreters of the late nineteenth century; and Philip Foner is still the major writer on labour history. Among those who were active in the 1930s Hofstadter and Vann Woodward are treated with some respect; but the greater part of a generation's intensive historical scholarship is relegated to the limbo of "inconsequential studies". There are a few exceptions. Lawrence Goodwyn has been crowned King of Populism and John D. Hicks condemned to permanent exile. Predictably Gabriel Kolko dominates the interpretation of Progressivism. Howard Zinn draws upon his own knowledge of the Pentagon Papers to demonstrate that recent American policy has exceeded in wickedness even the iniquities recorded in earlier pages.

Some incidents which are normally believed to be of importance to the American people are ignored, and others evaded. A notable example is the Civil War which is treated mainly as the history of draft resistance (though without reference to Adrian Cook's *Armies*

in the Streets). Space is given to Lincoln's well-known letter to Greeley placing preservation of the Union ahead of the abolition of slavery, though without noting that when writing it Lincoln had already decided to issue an Emancipation Proclamation. An interesting example of how to defuse patriotism is provided by the account of American participation in World War II. As Howard Zinn believes that the Hitlerite regime was even more wicked than the American government, one might expect a judgment on Roosevelt which verged on charity. A few pages, however, demonstrate that Roosevelt had given their support to fascist powers, that America's record in the past deprived any American government of the right to make a moral judgment on anyone else, that America was not moved to war by the plight of the Jews, that aggressive intentions towards Japan were inspired by the need to protect supplies of tin and rubber, and, to clinch the argument, that the possibility of war with Japan was actually discussed in the White House two weeks before Pearl Harbour.

A People's History of the United States provides useful though polemic summaries of some topics usually omitted, or treated casually, by the older historians: Indians, the status of women, and the socialist party. It is a welcome addition to the 1970s has value in illustrating the views of one who participated actively in many movements of protest. It can be read as a symptom though not as an explanation. The one thing that it is not is a history of the American people, for it denies their convictions and ignores the history of their science, medicine, technology and arts.

W. R. Brock

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Settling in injun country

Savagism and Civility: Indians and Englishmen in Colonial Virginia
by Bernard Sheehan
Cambridge University Press, £15.00
ISBN 0 521 22927 8

Settling with the Indians: the meeting of English and Indian cultures in America 1580-1640
by Karen Ordahl Kupperman
Dent, £11.50
ISBN 0 460 04495 8

The study of the early years of contact between an expanding Europe and the Indians of the Atlantic seaboard, advances so familiar a subject, and draws on such well-explored historical sources as to seem, by now, as thoroughly absorbed as the lands on which the first encounters took place. But as these two accounts demonstrate, historians seem unwilling to admit that the theme is exhausted. Bernard Sheehan confines himself to an investigation of the background, and course of relations between Indians and Englishmen in the colony of Virginia during the period leading up to the 1622 massacre (perhaps the plot would be more exacting place an initial Indian attack was followed by colonists' reprisals of even greater brutality) while Karen Ordahl Kupperman, though selecting a longer period, of nine and a larger area, draws upon often similar episodes, materials and concepts. Any student of Indian affairs wishing to compare the differing methods and findings of two historians not yet weary of the subject will find this will find these interpretations of considerable value and interest.

While their titles of argument remain clearly distinct these studies make many of the same points with varying degrees of emphasis. The authors agree that the exposure of the Indians to European infection resulted from smallpox in 1618-19 which was a disaster to the Indians, but that it was also weakening their resistance

to outside forces. Sheehan concludes that "the coming of the Europeans sparked a demographic catastrophe that touched all the native people of America", while Kupperman declares even more specifically that "the subject of disease is absolutely crucial". Similarly, both dwell on the causes and consequences of an initial European dependence on the Indians; arriving to command, the settlers of Virginia had rapidly been reduced to reliance on Indian food supplies, an unexpected humiliation. But if these assessments indicate agreement other questions provoke contrasting opinions: while Sheehan declares that "firearms more than any other item in the material culture of European civilization, gave Englishmen a technological edge in the New World", Kupperman, preferring to discuss technology as the cause of European success, leaves open the question of the superiority of firearms over bows and arrows. In making their comparisons of rival weapon power both historians cite the same source: readers may ponder the use of a common text as evidence for opposing arguments. In this case, the source is Professor Sheehan's book, which would appear to have the better case.

Elsewhere, however, Professor Kupperman's arguments may appear the more incisive. An approach which emphasizes the similarities between, rather than the distinctiveness of, societies plunged into contact and conflict seems likely to prove particularly welcome to non-American readers, though the dangers of over-generalizations of thought and society on both sides of the Atlantic, which may well give rise to further questions. In asserting that contemporary Europeans compared Indian with European society Kupperman concludes that "status was not the category which defined the English people of the early years of colonization". As with origins so with qualities: later commentators would characterize Indians as inherently "treacherous" in their dealings with colonists but settlers were appalled such behaviour as

be universal and not especially a mark of "savage" peoples. This point is not accepted by Sheehan who observes that treachery even if universally experienced, proceeds from different motives: that of Indians might well be quite adequately accounted for from that of Europeans.

Indian life, its customs, civilization and comparative characteristics of the world continue to fascinate both Americans and Europeans for centuries following these first impressions. There is no proof that shifts in attitudes—whether the savage was to be declared "noble" or "barbarous"—led to any change in treatment by those immediately concerned with the provision of their government or the securing of their territory. Even less susceptible of demonstration, however, is the way in which the abundance of literature that appeared from the later sixteenth century onward created preconceptions of Indians in regions of the world remote from any possible sources of first-hand knowledge. From the earliest days the idea of the Indian seems to prevail over the fact: Jacobean Englishmen enjoyed the horror of "savage" men, selected whose traits were three inches long, but at the same time could remain ignorant of actual atrocities. Kupperman points out that "between 1625 and 1640 published works about Virginia stood together", despite the opportunity for sensational writing provided by the massacre of 1622.

The literature of Indian relations is, accordingly, both exceedingly diverse and disconcertingly unreliable as it ranges from perceptive studies to fictional potboilers. To be released from such a dilemma, which do not strain credulity is no easy task. That both these studies possess merit is to grant them a quality which is not in the circumstances easily attained.

Peter Marshall

Peter Marshall is professor of American history and institutions at the University of Manchester.

Aaron Burr

Aaron Burr: the years from 1756-1812
by Milton Lomask
Faber with Farrar, Straus, and Giroux, £12.00
ISBN 0 374 10016 0

"Burr's life", John Quincy Adams observed, "was such as a country of sound morals his life would be desirous of burying in oblivion", and most of Burr's contemporaries agreed. Hamilton distrusted him, Jefferson despised him, and Hamilton hated him. Traditionally Burr is remembered as an ambitious and malevolent scoundrel, but gradually his reputation has been rehabilitated. Lomask's book is the culmination of this process. Drawing on a newly assembled Burr paper and thorough reading of the secondary literature, in this first volume of a projected two-volume biography, Lomask fluently presents a history and in many ways a portrait of Burr's career up to 1805; but has he done Burr justice?

This is the case for the defence. Orphaned in infancy, Burr worked hard at his books, was a true prodigy in the classroom, and made a successful marriage. He went on to a brilliant career at the New York bar and was increasingly drawn into politics on the popular side. His labours did much to win the crucial state of New York to Jefferson in 1800, and it was surprising that he was chosen as the Jeffersonian vice-presidential candidate that year. In the end, however, Lomask argues that Burr engaged in no real wrongdoing. No evidence is given to support the claim that once the election of 1800 fell to Jefferson, Burr remained high, their number the duel with Hamilton was not in accordance with contemporary standards. Until he went to the duel, he had been a man of high rectitude and honour.

Even on the facts, however, Lomask is entirely convincing. Admittedly there is no original plotting at crucial times, but he can hardly expect a man to produce the records of unsuccesful actions. Certainly his best defence is that he was not a scoundrel. In order to defend him, Burr has to be presented as inactive, indecisive and imperceptive at crucial times and it is a defence of action and vision. Doubtless an old image of the arch-villain of the American Revolution, but the picture of a timid, feeble politician is even less persuasive.

More perplexing is the problem of motivation. Burr, according to Lomask, was a profoundly decent man. He was bored by the political issues, and in his voluminous correspondence there is not "so much as a single sentence that can be cited as pointing to a political philosophy". Indeed, it is suggested that Burr was deeply driven "by a terrible need to keep himself entertained".

Probably a more revealing deal with Burr would be to deal with his love of popularity of style. Much about his love of popularity, his love of attention, and lack of interest in political theory, his profligacy with money, and later with women, his even his radicalism, his style of English Wilkes, and Burr was a generation before, and Burr was in fact striving for status according to a recognizable convention. His conventions changed, however, but did not. New conventions of fashion, and new political issues, passed him by, and he did not survive that his radicalism was empty and that he was a radical but a progressive, and that is a quality which Americans have never been able to tolerate.

Moreover, it was precisely this style that made Burr the figure he was. The spectacle of a man in a political career might seem to be a contradiction, but they certainly were not. By neglecting the question of style and manner, the facts of Burr's life are presented in a way which is clearly not the way in which he lived.

M. D. Kaplan

M. D. Kaplan is a fellow of the University of Cambridge.

BOOKS

Strategies for election

The Road to the White House: the history of presidential elections
by Stephen J. Wayne
Cambridge University Press, £9.45
ISBN 0 521 22857 2

Twenty years ago the leading authority on American campaign finance was denouncing the frustration of his calling. The plight, said Professor Alexander Heard, of the candidate reduced to counting on the ballot. Thanks, however, to the Congress's legislation in this area since 1971, the picture has been transformed. So now the herculean task of a demagogue compelled to conduct his own campaign for election has been reduced to counting on the ballot. Thanks, however, to the Congress's legislation in this area since 1971, the picture has been transformed. So now the herculean task of a demagogue compelled to conduct his own campaign for election has been reduced to counting on the ballot.

This statistical harvest Dr Johnson has been winnowing to produce a book which is both a history and a study of the process. It is a history of the process, and a study of the process. It is a history of the process, and a study of the process. It is a history of the process, and a study of the process.

The campaign chest commands, too, a chapter to itself in the most recent native study of American presidential elections. Stephen J. Wayne's *The Road to the White House* is systematic, up to date, and offers some modest historical background. Only the chapter headed "Candidate Image Building", however, which selects revealingly from the output of Madison Avenue during campaign seasons, distinguishes this volume

from its many predecessors in the same area.

Neither Wayne nor Jacobson deserves reproach for failing to transcend his respective brief in order fully to comprehend the function of political money in the republic. European observers derive the impression of excess. But what exactly is "too much"? The candidate's own disbursements (Senator Heinz loaned himself nearly \$2.5m for his successful 1976 campaign in Pennsylvania)? Or those of the groups which back him? Or the system itself that makes such outlays imperative? Perhaps the academic investigator is wrong to focus so sharply on immediate electoral impacts, unmindful of the other purposes money subserves—to ally the candidate's own interests, to improve the public with the campaign's high seriousness, to galvanize party workers and voters into action, to scare off rivals or to lay the foundation for a later campaign for higher office. Certainly cash does not flow to the contender for the same reason that votes do. An incumbent may have been re-elected as much because of the voter configuration of his district as because of his edge in expenditures. No methodological precision can ever exactly reveal money to electoral politics, since the politician is powerless to ascertain what increment of marginal votes was secured by each dollar spent.

Money in politics, the cynic may sneer, isn't everything, but what it isn't it can buy. On the contrary, as these two studies in their different ways remind us, it may be more realistic to regard other forms of energy—the candidate's personal capacities, his issues, his institutional alliances, his campaign organization—as the primary ones, convertible into monetary support only when, at a secondary stage, they are deemed to deserve it. More cash, more promptly, might have returned Humphrey in 1968. No amount of it would have saved McGovern in 1972.

Vivian Vale

Vivian Vale is lecturer in politics at the University of Southampton.

The White House and the world

The two Presidents who were in full control were Franklin D. Roosevelt and Lyndon B. Johnson. Dr. D.R. was restrained not by advisers but by public opinion from joining the Allies earlier, and Lyndon Johnson, who only took office with which he thoroughly agreed, went on until the fatal New Hampshire primary spelled out his unpopularity. Presidents always have power to initiate in foreign affairs, but much less often do they see their objectives achieved. In domestic affairs F.D.R. and Johnson had a questing mark. What is best for the United States? We should be thankful that Kennedy was wise enough not to crusade over the Cuban missiles but to let Krushchev off the hook as gracefully as possible and that Kissinger and Nixon knew how to extricate American forces from Vietnam. Most political scientists, however, would like to feel that they had more to guide them than insights into the personalities of political leaders, but in the design of which the people's representatives in Congress are hardly involved at all aspects of personal affairs cannot be pushed aside. In the end it was not the State Department, the Pentagon, the CIA, nor even the special committee of the National Security Council which figured out how to get the missiles out of Cuba. It was John F. Kennedy. Professor Stoeninger's excellent book leaves no doubt that the clear picture of the problem: a country which because of its history, geography and industrial strength has been able to exist for a large part of its history without a well-organized foreign policy now confronts

varieties of hostility which do not make it obvious what its policies should be.

Sandy Vogelgesang's scrupulously researched book starts in a sense from the point at which Professor Stoeninger's volume leaves off—with the crushing of the 1964 election whose policy was to be based quite publicly on his assessment of other countries' attitudes to human rights. This meant hostility to America and to South Africa support for Zimbabwe nationalists, public support for the dissidents in the Soviet Union. But Carter's triumphs, in so far as they can be recorded, have not been in this area. American military forces in South Africa still stand and the United States soon lost interest in Zimbabwe. The Camp David "spirit" was Carter's doing but a solution to the Arab-Israeli conflict has not been found and the issue is tossed about on the waves of oil and the vote in New York and Florida.

In this complicated area the question is simply put: when do you allow the interest of your (decent, democratic) country to prevail over the interests of the oppressed in other countries who cry for your help? The crusader will reply "almost never", the pragmatist "nearly always". Sandy Vogelgesang has his doubts still on the stories of a young woman refugee from the genocide in Cambodia, a Soviet dissident, and a poor peasant woman of El Salvador.

The dilemma of the United States human rights policy is indeed a complex one, and the UN General Assembly's conferences, committees, reports seem to make little impact. Sandy Vogelgesang's documentation is extensive, giving rise to the uncharitable comment that perhaps the mass of footnotes obscures the force and direction of the argument.

R. H. Pear

R. H. Pear is professor of politics at the University of Nottingham.

Winner of the Organization of American Historians' Frederick Jackson Turner Award and the History of Science Society's Pfizer Prize

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Ely House, 37 Dover Street, London W1

BOOKS

The art of science

proper place. And, on a point of detail, it is pleasing to see the topic of variable thermal conductivity in one-dimensional geometries dealt with as a unified problem for plates, cylinders and spheres. Moreover, the author is clearly both enthusiastic and well-informed about the practical importance of the subject and takes trouble to communicate his attitude by the inclusion of up-to-date references. The book is handsomely bound and would enhance any student's bookshelf.

However, even nowadays, a book costing £18.15 must possess special merit over its numerous competitors and be free from serious flaws. The author's recommendation to undergraduates or even to practising engineers. Unfortunately, it has to be said that, despite these merits, the book has several sources of weakness. The first is a tendency to allow the reader to get too lost in the obscure the essential principles. For example, thermal resistance is a very useful concept in heat transfer which is widely and rightly made use of in the book. But if the reader at some point should ask himself "What is it defined as?" or "What are the rules for its application?", he will have to search for

by the reader, may confuse; and if detected, may undermine confidence. Thus, at one point a black body is defined as correctly as possible, but the author then says "thermal radiation, while later it is defined as one which emits maximum thermal radiation at a given temperature (the latter statement is of course deducible from the first definition), however, it is the presentation of dimensional analysis (introduced incidentally without an subsectional heading): Buckingham's π theorem, is stated and applied with insufficient precision and qualification of meaning. For example, the number of significant dimensional parameters is introduced without any explanation of what constitutes significance.

The student who works his way through this 702-page book conscientiously will certainly acquire a reasonable grasp of heat transfer at undergraduate level, but he will have paid a higher price in time and money than seems really necessary.

J. R. Singham

J. R. Singham is senior lecturer in mechanical engineering at Imperial College, London.

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Laurie Taylor



Dear vice-chancellor,
I am writing in the strongest possible terms to express the indignation felt by myself and my colleagues at the resource committee's recent decision to reject our bid for additional secretarial help. It really does seem that members of your administration are completely out of touch with the day-to-day problems encountered by working academics. For although my colleagues and I are fully prepared to handle the bulk of administrative work in our department, there are certain marginal areas in which secretarial help has become almost a complement to our own activities.

You may not be aware, for example, that our present secretaries are responsible for the complete organisation and administration of our teaching timetable. This necessarily involves them, not just in room allocation and extended discussions with other departments, but also in regular liaison with all members of staff in order to ensure that teaching hours are not time-tabled in such a way as to interfere with research work. (In particular with the existing staff preference for conducting major parts of their research on Monday mornings and Friday afternoons.)

Our two secretaries are, of course, also responsible for the routine maintenance of records on our students and for typing all staff letters (an activity which necessarily also involves the occasional grammatical errors which creep in during dictation). Their other minor duties include preparing course book lists, ordering of books for library and bookshop, handling daily inquiries about the whereabouts of staff, receiving assessment papers, and typing examination papers.

In addition to these conventional tasks, it is, I believe, relevant to mention the responsibilities which they have been required to adopt in recent years. Whereas, their role in relation to actual lectures and seminars was previously confined to ensuring that the lecturer arrived at the right spot at the right time, often, as I'm sure, you will appreciate quite a diplomatic matter when it involves ringing a busy academic at home with a tactful reminder that they are required to take a small number of seminars and lectures themselves in order to deliver the collected timetable which has arisen from a staff freeze which leaves the average member of this department with teaching hours marginally in excess of eight hours per week.

This they have accomplished with skill and dedication, although as you will appreciate such involvement leaves them with less time to devote, not only to the routine activities described above, but also, of course, to the actual interviewing of new graduates and the graduate applications to this department. In fact, it has been a common observation that the staff who happen to be around the office, you will see that your committee's decision to deny us extra secretarial help could have serious repercussions.

In fact, we have already decided that the present situation is such that we must now instruct our secretaries to abandon their traditional practice of helping more senior staff members to carry their briefcases. A small measure, but one which is not only important, but also, in the view of myself and my colleagues, very much the thin end of the wedge.

I earnestly hope that your committee will now take the necessary decision and do so with acknowledgement of the importance of the role of secretaries within academic life.

Yours sincerely,
Laurie Taylor
(signed in the margin)

LETTERS TO THE EDITOR

Scientists in the Civil Service

Sir—In his review of Philip Cummet's book *Scientists in Whitehall* (THES, October 17), Sir Hermann Bondi quotes a reply he might give to a science professor who might ask about the paucity of scientifically trained people in the top echelons of the Civil Service. He asks the professor if he ever trains his undergraduates to take places in such echelons by sacrificing time from teaching science to that they can learn to be as good at communicating as arts graduates, so that they know the rudiments of management, and so that they acquire a facility for dealing with people.

I certainly never sacrificed any time from teaching physics, for such things, although repeatedly stressed, was the best background training for almost every profession or walk of life that one can think of. Furthermore, in my more than half a century in the academic world, I

do not ever recall being particularly impressed by the quality of arts graduates to communicate. I never encountered a philosopher who curtailed his philosophy teaching in order to inculcate the rudiments of management, nor did I ever meet a historian who took time off from history to train his students in acquiring a facility for dealing with people. A more likely explanation of the paucity is that for many decades Oxford has produced, for example, roughly ten history graduates for each physics graduate. One might guess from this that by simple-minded statistics alone there would be ten times as many historians as physicists in the top echelons. Those top echelon historians would naturally band together to defend their territory against intrusion by clever but vulgar scientists with the wartime battle cry "scientists on tap, not on top".

I encountered a good many, shall we say middle-echelon, civil servants between 1940 and 1960. As I recall, their chief aim in life after making sure that their road to promotion was clear and unimpeded, was in the production of minutes which were models both of lucidity of expression and of obscurity of meaning. This was the highest expertise to which they aspired since it was a craft that was not only applicable but also instantly transferable, with minor vocabulary changes, to any department of government to which they might be posted.

I yield to no one in the level of my admiration for historians, but it might be worth doubting whether it is advisable to have too large a fraction of government personnel whose highest academic training is in looking backwards.

J. F. ALLEN
2 Shorehead, St Andrews.

Management education

Sir—In your leader of October 17, you refer, for the second time, to the emergence of a new general education based on the minor techniques of systems analysis and other intellectual disciplines derived from management education. Such content, the main stream of this run deep into the mainstream of the West and, I think, into the increasingly important field of management education who are troubled by them and are striving successfully to do something about it.

Last June saw the completion of a remarkable two-year project carried out by the European Foundation for Management Development and the American Assembly of Collegiate Schools of Business. The objects were: to study the changing expectations of society as we move towards the twenty-first century in respect upon the implications of these changes upon the men and women whose task it is to manage the private public and corporate organizations into which they are fashioned; and to examine the extent to which education will be able to help managers to fulfil this increasingly complex task during the next 30 years.

Prominent amongst, including Nobel laureate Jan Tinbergen and Ignacy Sachs, joined leading European and American industrialists and academics to stimulate discussions on the first two phases of the project in seminars at St George's House, Windsor, and at the House, New York, and at the 1978-79 International Conference in Paris. It was clearly agreed that management education should be deeper into the non-cognitive areas of human relations, the social responsibility of business, and the environment, etc.

PHILIP NIND,
Director, Foundation for Management Education,
Parker Street, London, WC2.

Women's conference

Sir—In his response (THES, October 17) to your report on the conference "Decade for Women" (THES, July 25) held in July 1979, Martin Trow has called a percentage of colleges and universities American colleges and universities in that year (1978) was not 21 per cent but 50 per cent. Although this figure may be correct, it is misleading in a way which the figures presented on the other side of the page may not.

First, the phrase "enrolled in American colleges" includes the four-year colleges and universities. Secondly, 43.5 per cent of the graduates from 1976 were women. States colleges in 1976 were 46.1 per cent women, but only 23.9 per cent of PhDs went to women. In 1976, only 15.6 per cent of the receiving their first professional degree (medicine, dentistry, law and low) were women. The degree of disproportionate under-representation at the lower level of education is the matter of academic hierarchy.

Finally, the material presented in the report on the conference remained unchanged in 1977 women with 47.1 per cent of college students, but only 21.9 per cent of college students who had only graduated from high school. Yours sincerely,
D. MONAS
162 Regent's Park Road,
London.

Course demand

Sir—I am surprised you published Sir N. A. Basil's letter (THES, October 24) about applications and the law at Huddersfield. I am surprised that you published it without asking what the law at Huddersfield meant by "demand" and "recruitment" was high.

Could we know, for instance, how many students were recruited by those schools? UCCA had 1979-80 figures for 1979-80 show 9,300 figures for 1978-79 show 9,300 figures for 1977-78 show 9,300 figures for 1976-77 show 9,300 figures for 1975-76 show 9,300 figures for 1974-75 show 9,300 figures for 1973-74 show 9,300 figures for 1972-73 show 9,300 figures for 1971-72 show 9,300 figures for 1970-71 show 9,300 figures for 1969-70 show 9,300 figures for 1968-69 show 9,300 figures for 1967-68 show 9,300 figures for 1966-67 show 9,300 figures for 1965-66 show 9,300 figures for 1964-65 show 9,300 figures for 1963-64 show 9,300 figures for 1962-63 show 9,300 figures for 1961-62 show 9,300 figures for 1960-61 show 9,300 figures for 1959-60 show 9,300 figures for 1958-59 show 9,300 figures for 1957-58 show 9,300 figures for 1956-57 show 9,300 figures for 1955-56 show 9,300 figures for 1954-55 show 9,300 figures for 1953-54 show 9,300 figures for 1952-53 show 9,300 figures for 1951-52 show 9,300 figures for 1950-51 show 9,300 figures for 1949-50 show 9,300 figures for 1948-49 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